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Creating Interactive PowerPoint Presentations

(Teacher's Guidebook)

Kursk State University

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CONTENTS

INTRODUCTION

In this Guidebook I would like to share my experience of creating interactive multimedia FLT materials in *Microsoft PowerPoint*. This standard office software application makes it possible for a teacher or even a student to design quality educational computer programs without any special programming skills. Thus, *Microsoft PowerPoint* presents a wonderful tool for a teacher to engage students into creative projects involving modern informational technologies.

The Guidebook offers step-by-step instructions covering all the stages of developing an interactive PowerPoint presentation such as project planning, multimedia web-resources downloading, lesson planning and presentation design.

I hope that my advice will help foreign language teachers create useful and efficient teaching aids, organize highly motivating team projects and encourage their students' interest in exploring other languages and cultures.

Some steps described in this Guidebook may seem technically complicated to a teacher who has a relatively little experience in using a computer. In this case, one should not be disappointed. It's advisable to ask the students for help, because they, in spite of their young age, are often truly advanced computer users. It will be fun for them to search and download web resources, process images and sound, as well as realize their potential in designing a dynamic and visually attractive PowerPoint presentation. The teacher's essential functions are organization, motivation and didactic supervision. However, even in this case it is good to study this Guidebook in order to be aware of the whole technological process.

Good luck!

Dmitriy Klimentyev

A few words about the *LISTEN+READ+LEARN* Project

In 2006 the Multimedia Educational Software Laboratory of Kursk State University in cooperation with the English Language Office of the U.S. Embassy in Russia released the ***LISTEN+READ+LEARN*** CD. It is the first in the series of interactive English language computer lessons designed by college and high school students in a joint project of Kursk State University and Kursk English Language School # 44.

All 30 lessons on this CD are based on *the Voice of America Special English* educational radio programs. These radio programs are unique, because they are specially made for English language learners worldwide who have studied English for a relatively limited period of time and are interested in U.S. history, culture and present-day life, but are still having difficulty in understanding regular English language radio programs. *VOA Special English* programs have been broadcasted since 1959, and for several years the soundtracks and transcripts have been published at *www.voaspecialenglish.com* which may be freely used for educational purposes.

VOA Special English programs are extremely attractive for English language teachers in Russia (starting from 6-7th grades) due to their following advantages:

- ✓ slow tempo of speech *(for example, it takes 8 seconds to pronounce the phrase "Welcome to American Mosaic in VOA Special English")*;
- ✓ controlled language not exceeding 1,000-1,500 most frequent words;
- ✓ relatively short programs (lasting from 2 to 16 minutes);
- ✓ wide range of subjects (U.S. history and present-day life, famous people, short stories, science, business, education and health reports, words and their stories, etc.);
- ✓ high quality of downloadable sound tracks (available in mp3 format);
- ✓ available texts (transcripts) of each radio program;
- ✓ user-friendly interface making it easy to search and download VOA SE radio programs;
- ✓ daily updates;
- ✓ formal (published at VOA SE website) permission to download, copy, edit and use any VOA SE sound and text resources (this permission distinguishes VOA SE programs among many other multimedia web-resources which usually have copyright restrictions).

The main goal of the ***LISTEN+READ+LEARN*** project was to create interactive computer lessons based on VOA SE programs to help English language learners develop various skills (with major focus on listening comprehension). We tried to combine a wide range of activities with attractive design to make learning efficient and highly motivating.

The creative project which took place in 2005/06 involved about 70 college and high school students (30 teams) who were assisted by two teachers. First, the project participants learned the basics of listening comprehension teaching techniques. Then, the teachers helped each project team develop detailed lesson plans. After a short *Microsoft PowerPoint* course, the students started to work on their own presentations. Each project team was offered freedom of creative activity in choosing the types of activities and the format of their presentation. It is important to mention that in addition to the wonderful result – the CD which contains 30 interactive lessons – the students acquired valuable computer skills and had a chance to realize their creative abilities and imagination.

The lessons of *LISTEN+READ+LEARN* CD offer simple (but rather efficient) navigation and control as well as intuitive user interface. They can be used both in class and at home for self-study. Depending upon individual language proficiency and learning strategies, it may take from 40 to 90 minutes to complete one lesson.

Learning activities of each lesson are arranged in a certain logical order which makes the student's work both interesting and efficient. Typically, the learner will do the following steps:

- ✓ learn the new words and practice them in a number of exercises;
- ✓ work with each part of the program in succession and do various activities which imply general and detailed listening comprehension, additional grammar and vocabulary practice;
- ✓ read the transcript and make sure that everything is clear;
- ✓ translate an additional topic-related text from English into Russian;
- ✓ get ready for a problem discussion in class based on the program-related questions.

Thanks to the support offered by the English Language Office of the U.S. Embassy in Russia, we managed to publish 2,000 *LISTEN+READ+LEARN* CDs which were freely distributed among English language teachers in Russia. We have received very positive feedback from many schools and universities and even from the Voice of America Headquarters in Washington, DC.

The authors hope that their ideas and experience will be of some use in creating multimedia instructional materials in foreign languages and other subjects.

MAJOR STEPS OF CREATIVE PROJECT REALIZATION

1. **Planning**

2. **Organization and motivation of participants**

3. **Multimedia resources search, selection and downloading**

   - **sound track**

   - **text (transcript) of the program**

   - **illustrative materials**

4. **Designing a detailed lesson plan (which must be reviewed by the teacher)**

5. **Sound processing**

6. **Illustrations (images) processing**

7. **Creating a *PowerPoint* presentation**

8. **Proofreading and testing (if possible, involving native speakers)**

9. **Project presentations**

10. **Congratulations and rewards**

11. **Dissemination of results**

Section 1: SEARCH AND DOWNLOADING THE PROGRAM TEXT AND SOUND

Procedure:

1. **Choosing and downloading text and sound from the *Voice of America* website:**

    1.1. Go to www.voaspecialenglish.com

    1.2. Select *Find a Story / By Program*.
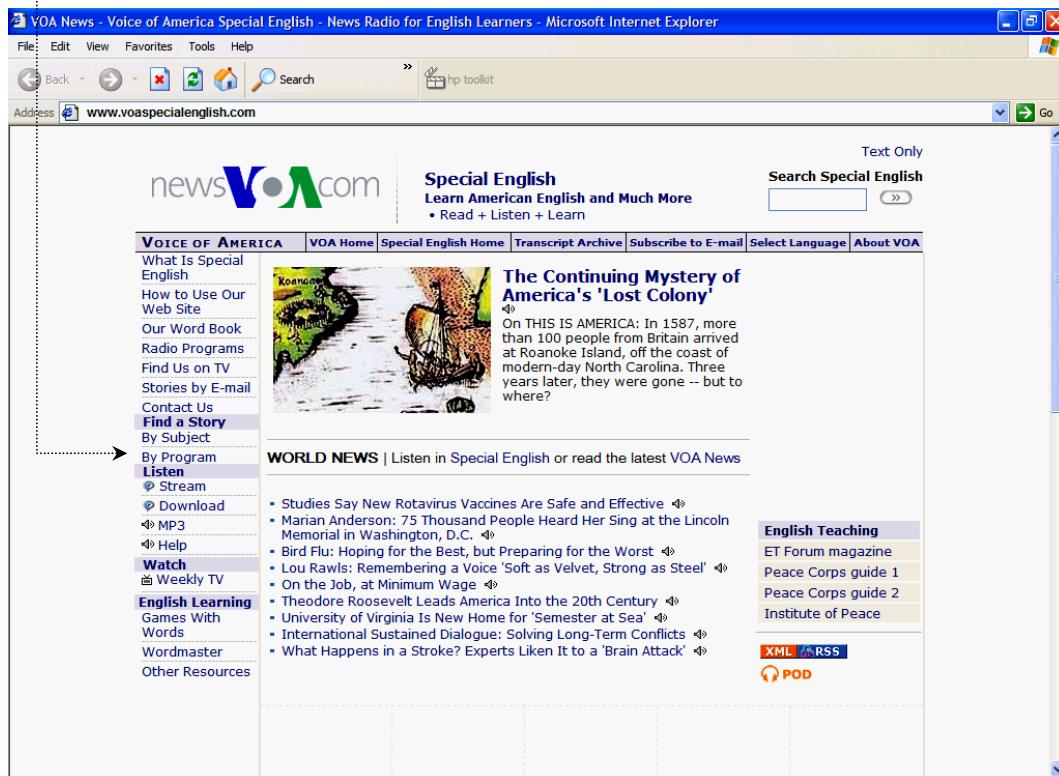
1.3. Select the program you would like to download. If you want to see more options under a certain title (for instance, *American History* or *Economy*).
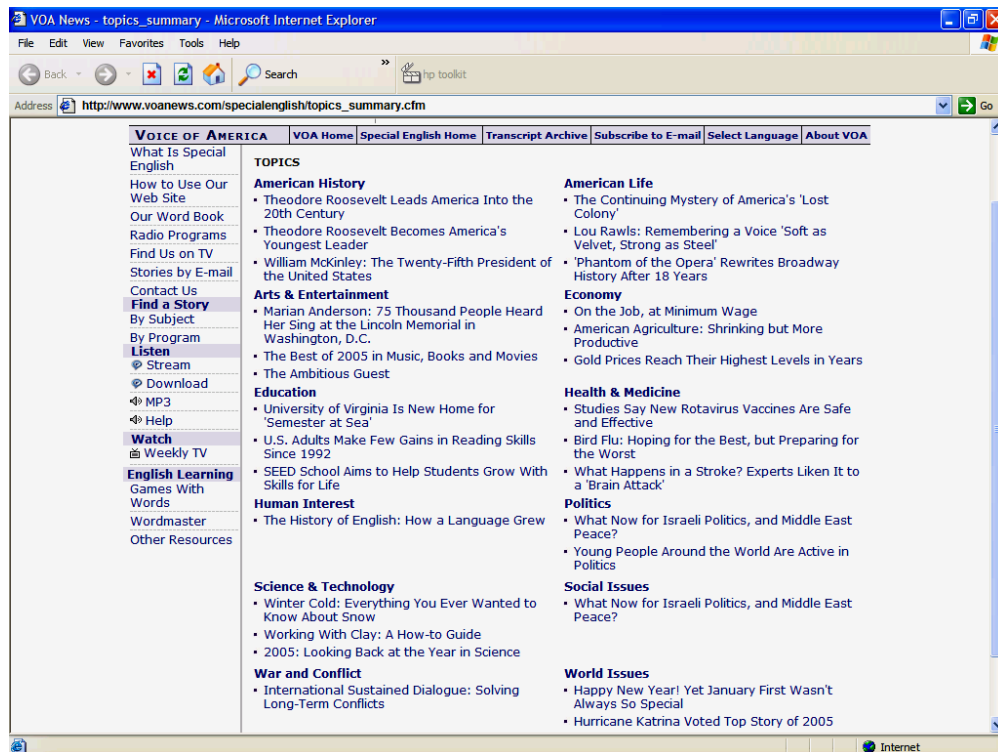
1.4. Save the opened web-page on your hard drive by selecting *File → Save As…*
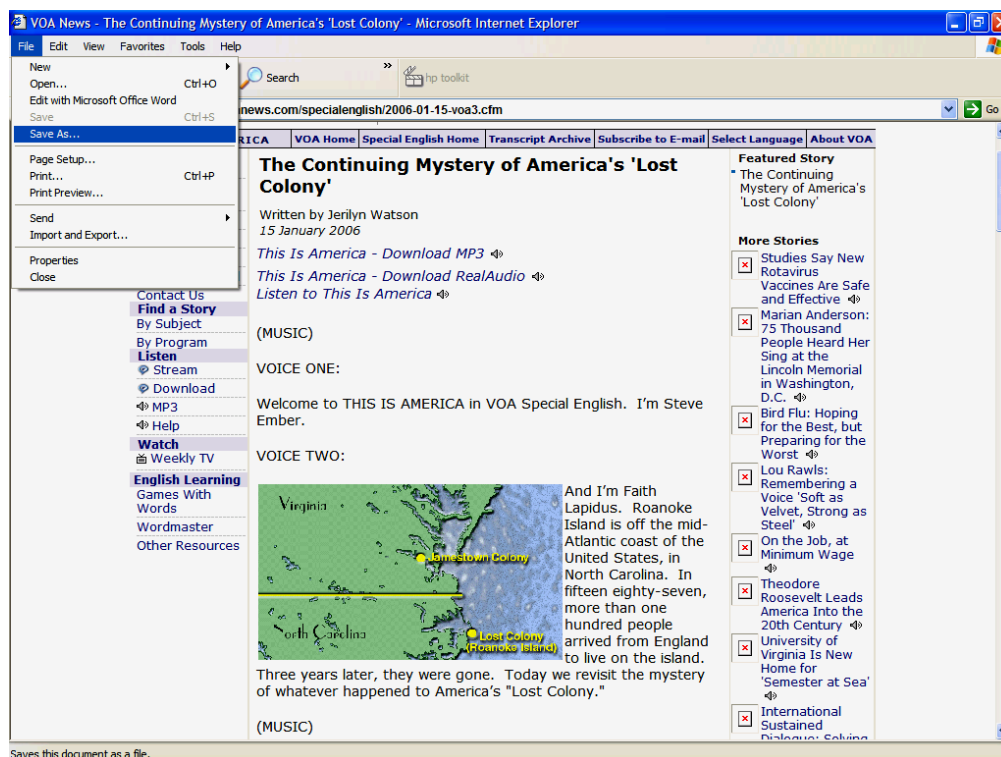
1.5. Save the sound file on your hard drive *(to do this, make a right-mouse click on Save Target As)*

A VOASE soundtrack may last from 2 to 15 minutes.

<u>Section 2</u>: DESIGNING A DETAILED LESSON PLAN

1. **Listen to the soundtrack and compare it with the transcript.**

Sometimes there are minor disagreements between the soundtrack and the transcript. In this case, make the necessary changes in the transcript.

2. **Look through the transcript and mark the active vocabulary as well as difficult words and phrases which will be presented with a prompt (translation or definition).**

It is recommended to include topical and frequent words into active vocabulary. In the sample transcript below they are underlined with one line. Words and phrases of which the meaning is hard to derive from the context (or proper names which require explanation) are underlined with two lines. Here is the sample text:

<div align="center">

AMERICAN MOSAIC - Soccer in America *June 28, 2002*

</div>

On Sunday, June thirtieth, an important <u>soccer</u> football game will be played in the city of <u>Yokohama</u>, <u>Japan</u>. That game will decide the <u>World Cup</u> champion of soccer football. Americans are becoming more interested in this great international game. Steve Ember explains.

In its first game in the World Cup matches this year, the United States <u>defeated</u> a strong team from <u>Portugal</u> by a score of three-to-two. That is the first time a United States team had <u>scored three points</u> in World Cup <u>competition</u> since a game in nineteen-thirty against <u>Paraguay</u>.

The American team finally <u>lost to</u> Germany, <u>one to nothing</u>, in a very <u>close quarterfinal game</u>. American soccer fans were happy about the results. It was the best an American team had done in more than seventy years in World Cup competition.

However, most of the American public showed little interest. Many people in the United States still have no idea how important the World Cup soccer championship games are to the rest of the world. Many Americans do not know how the game is played.

The American public has never shown much interest in soccer. Sports experts say this is only true of older Americans. They never played soccer when they were children. They did not grow up with the sport as people in other countries have. Sports like <u>American football</u>, baseball and basketball have always been much more popular.

The United States Soccer Federation says about eighteen-million people today play soccer in the United States. But those who play are very young. Seventy-eight percent are under the age of eighteen. Sports experts say it is these children who are making the sport popular in the United States. The experts say soccer has become popular with children because almost anyone can play. There are teams for girls, boys, older children and young adults.

Many Americans are becoming interested in soccer because their children play. This has

produced the new American expression "Soccer Mom." This is a mother who spends a lot of time driving her children to soccer games in the family car.

The United States Soccer Federation says it is helping children improve their playing <u>skills</u>. It provides special training for young players at soccer camps during the summer.

Federation <u>officials</u> say the United States may one day have a World Cup champion team, but it will be sometime in the future. Soccer fans in the United States will have to wait until young soccer players grow up playing the world's most popular sport.

Yokohama ["JQVKQ(V)'HQ:MQ] г. Иокохама, Иокогама

Japan [DZQ'PXN] *геогр*. Япония

Portugal ['PO:TJVGQL] *геогр* . Португалия

Paraguay ['PXRQGWAI] *геогр*. Парагвай

Germany ['DZE:MQNI] *геогр*. Германия

3. Choose the way to introduce active vocabulary.

Active vocabulary may be introduced in a number of ways. It may be matching exercise, multiple choice, interactive picture, etc. For example:

Match the words and phrases with their Russian equivalents:

close game	игра на равных
Competition	Соревнование
Fan	Болельщик
one to nothing	один : ноль (счет в игре)
Score	Счет
Skill	навык, умение
to defeat something	Одержать победу над кем-л.
to lose to something	проиграть кому-л.
to score four points	набрать 4 очка
World Cup	чемпионат мира

It is important to mark all the answers (or keys) in the transcript to avoid unnecessary waste of time when making the PowerPoint presentation itself.

You may also offer additional information which will help the learner understand the program better. For instance:

Read about the difference between the terms "soccer" and "football":

Soccer   (европейский футбол)

It is a game played by two teams of 11 players. They use a round ball that can not be touched with the hands, except by the goalkeeper.

(American) football   (американский) футбол

It is a game played by two teams of 11 players. They use an oval ball. Players can use force to

stop each other. The players wear helmets and other protective accessories.

4. Prepare a vocabulary training exercise.

Again, there various ways to do this (fill-in, matching, multiple-choice, etc.). Be creative! The only thing to remember is that no activity in PowerPoint should imply text input from the keyboard. Here is an example:

Select the most suitable option in each question

1. The final ____ was 4 : 3.
   a) time b) score c) match d) count
2. The football ____ enjoyed the game.
   a) friends b) stadium c) fans d) ball
3. Do you like ____ ? – No, I don't like that much kicking and knocking down during the game and besides the oval ball reminds me of a melon.
   a) American football b) hockey c) soccer d) basketball
4. If we ____ the game to Detroit Lions, we will not win the World Cup.
   a) defeat b) win c) lose d) score
5. In order to play in the quarterfinal game, we must ____ two very strong teams.
   a) defeat b) win c) lose d) score
6. It was a ____ game; till the end of the game it was difficult to say who would win.
   a) unfair b) long c) team d) close
7. Practice helps sportsmen get the necessary ____ .
   a) knowledge b) score c) skills d) competition
8. What is your brother? – He is a sportsman. He is fond of ____. He began playing it 5 years ago. At first he was a midfield player, but now he is training to become a goalkeeper.
   a) American football; b) basketball; c) soccer; d) volleyball.
9. Our team won the first prize in the regional soccer ____ .
   a) game b) competition c) World Cup d) festival
10. Having won two games and lost one, we have ___ five points.
   a) scored b) defeated c) closed d) competed

5. Divide the program into several fragments.

It is recommended that each fragment should not exceed 3 minutes. This will ensure more profound work and focus on detailed listening comprehension. Besides, the transcript of each fragment will fit into the screen.

For example, the program "Soccer in America," which lasts 4 minutes 6 seconds, may be divided into 2 parts (2:14 and 1:52).

6. Make up pre-listening questions for fragment 1.

Pre-listening questions help the learner focus on the content as well as motivate active listening and search for particular information. The lesson plan should include answers

which will be offered the learner in the self-control mode. Here is a sample exercise:

Listen to the first part of the radio program about soccer in the U.S.A.

and get ready to answer the following questions:

1. What game will be played in Yokohama, Japan?

　It will be a soccer football game.

2. Why is this game very important?

　This game will determine a World Cup champion.

3. Do American soccer teams often win international competitions?

　No. The U.S. teams win international soccer games very seldom.

4. Is soccer a popular game in the United States?

　It has not been popular for a long time. However, the situation is changing now.

7. Make up detailed comprehension questions *(which will precede the second listening of fragment 1).*

　This activity may be offered in a variety of forms. Here is a multiple-choice exercise:

Select the most suitable option in each question

1. On Sunday, June 30th, an important __ game will be played in the city of Yokohama, Japan.

　a) soccer b) American football c) basketball d) baseball

2. What day of the week will it be?

　a) Sunday b) Monday c) Tuesday d) Wednesday e) Thursday f) Friday g) Saturday

3. This game will decide the ____ champion.

　a) American b) European c) World Cup d) Japanese

4. This year, the United States defeated a strong ____ team.

　a) German b) Japanese c) Portuguese d) Paraguayan

5. This game was won with a score of ____ .

　a) two-to-one b) three-to-one c) three-to-two d) four-to-two e) four-to-three

6. That is the first time a United States team had scored three points in World Cup competition since a game in ____ .

　a) 1930 b) 1940 c) 1950 d) 1960

7. In 1930 a United States team scored three points in a World Cup game against ___ .

　a) Germany b) Japan c) Portugal d) Paraguay

8. This year, having defeated the Portuguese team, the American team finally lost to Germany, one to nothing, in a very close ____ game.

　a) quarterfinal b) semifinal c) final

9. American soccer fans were ____ the results of World Cup competition this year.

　a) unhappy because of b) happy about c) indifferent to d) unaware of

10. According to the report, most of the American public showed ____ interest in World Cup

competition this year.

  a) much b) <u>little</u> c) many d) less e) no

11. The reporter says, many Americans don't know the _____ of soccer.

  a) main events b) most famous players c) <u>rules</u> d) latest results

12. Sports experts say the _____ have never shown much interest in soccer.

  a) American men b) American women c) children in the U.S.A. d) <u>older population in America</u> e) people who give money to sports in the U.S.A.

13. What is the least popular sport in the U.S.A. *(out of four mentioned below)*?

  a) American football b) baseball c) basketball d) <u>soccer</u>

14. Today, Americans are becoming _____ interested in soccer.

  a) less b) <u>more</u> c) too d) not

8. Prepare the assignment which will go along with part 1 transcript reading.

After the learner has listened to this part of the program two times, he/she may still have difficulty understanding certain parts. It is advisable to display the program transcript on the screen. To make reading more interesting, some vocabulary or grammar activity may be added. For example:

Read the transcript of part one and select the correct form of the verbs.

On Sunday, June thirtieth, an important soccer football game will be (play, plays, <u>played</u>, playing) in the city of Yokohama, Japan. That game will (<u>decide</u>, decides, decided, deciding) the World Cup champion of soccer football. Americans are (become, becomes, became, <u>becoming</u>) more interested in this great international game. Steve Ember (explain, <u>explains</u>, explaining).

In its first game in the World Cup matches this year, the United States (defeats, has defeated, <u>defeated</u>, was defeating) a strong team from Portugal by a score of three-to-two. That is the first time a United States team had (<u>scored</u>, been scored, been scoring) three points in World Cup competition since a game in nineteen-thirty against Paraguay.

The American team finally (<u>lost</u>, were losing, were lost, had lost) to Germany, one to nothing, in a very close quarterfinal game. American soccer fans (was, <u>were</u>, had been) happy about the results. It was the best an American team had (to do, did, <u>done</u>, been done) in more than seventy years in World Cup competition.

However, most of the American public (will show, had showed, <u>showed</u>) little interest. Many people in the United States still (<u>have</u>, has, is having, are having) no idea how important the World Cup soccer championship games are to the rest of the world. Many Americans do not (<u>know</u>, knew, known, knowing) how the game is (play, plays, playing, <u>played</u>).

The American public has never (show, shows, <u>shown</u>, showing) much interest in soccer. Sports experts say this (be, <u>is</u>, are) only true of older Americans. They never (have played, <u>played</u>, have been playing) soccer when they were children. They did not (<u>grow</u>, grew, grown,

14

growing) up with the sport as people in other countries have. Sports like American football, baseball and basketball have always (be, was, were, <u>been</u>, being) much more popular.

9. Make up pre-listening questions for fragment 2.

It is important to introduce variety into the lesson plan. The listening comprehension activity of part two should be offered in a form different from that of part one.

Before you hear the second part of the report, try to guess whether the following statements are true, false, or irrelevant:

1. According to the U.S. Soccer Federation, today more than 15,000,000 people play soccer in the U.S.A. (true)
2. People of all ages play soccer in the United States today. (false)
3. It is children who are making soccer popular in the United States. (true)
4. Experts say that almost anyone can play soccer: boys and girls, older children and young adults. (true)
5. Every city and town in the U.S.A. has at least one soccer team. (irrelevant)
6. A "Soccer Mom" is a rich woman who gives money for the development of soccer in the U.S.A. (false)
7. Soccer is becoming popular among many Americans because their children play this game. (true)
8. The U.S. Soccer Federation creates special training camps for young soccer players where they practice in spring, summer, fall [autumn] and winter. (false)
9. American government provides US$ 100,000,000 a year for the development of soccer. (irrelevant)
10. Americans are planning to win World Cup very soon. (false)

10. Make up the reading assignment for part 2.

Here is a sample activity:

Read the transcript of part two and insert the missing parts of sentences *(they are given after the text)*.

The United States Soccer Federation says about eighteen-million people today play soccer in the United States. But those who play are very young. Seventy-eight percent are under the age of eighteen. Sports experts say <u>it is these children who are making the sport popular in the United States</u>. The experts say <u>soccer has become popular with children</u> because almost anyone can play. There are teams for girls, boys, older children and young adults.

Many Americans are becoming interested in soccer because <u>their children play</u>. This has produced the new American expression "Soccer Mom." This is a mother who spends a lot of time driving her children to soccer games in the family car.

The United States Soccer Federation says <u>it is helping children improve their playing skills</u>. It provides special training for young players at soccer camps during the summer.

Federation officials *(официальные представители)* say <u>the United States may one day have a World Cup champion team</u>, but it will be sometime in the future. Soccer fans in the United States will have to wait until <u>young soccer players grow up</u> playing the world's most popular sport.

a) it is helping children improve their playing skills

b) their children play

c) young soccer players grow up

d) it is these children who are making the sport popular in the United States

e) the United States may one day have a World Cup champion team

f) soccer has become popular with children

g) the U.S. players learn the rules of the game

11. Prepare an additional text for translation from Russian into English.

It is advisable to include a text which offers the learner an opportunity to practice topical vocabulary along with developing grammar skills while translating this text from Russian into English. In order to prepare this activity, do the following:

1) go online and find a topically related text (1,300-1,700 symbols) in English;

2) adjust the text to the language proficiency level of your students;

3) introduce active vocabulary;

4) translate the text from English into Russian.

As a result, you may come up with an activity like this:

Translate into English: **Спорт в США**

Американцы увлекаются спортом. Наиболее популярные виды спорта в США – это футбол, игры по которому проводятся с апреля по октябрь, бейсбол (с сентября по декабрь), баскетбол (с октября по апрель) и хоккей, в который играют в северных городах с октября по март.

Американский футбол произошел от английского регби. Впервые в эту игру начали играть в 1870-х в Гарвардском университете. Это игра для двух команд из 11 человек. Во время матча игроки могут толкать друг друга и сбивать с ног *(to knock down)*. Цель игры – заработать очки, пронеся овальный мяч через поле или забив гол *(to make a touchdown)*. Эта игра не похожа на футбол, в который играют в Англии.

Бейсбол – командная игра, происходящая от английского крикета *(cricket)*. Играется битой *(bat)* и мячом на поле с четырьмя базами двумя командами из девяти игроков. Бейсбол – американская национальная игра, которая также очень популярна в Канаде. Ее болельщики – люди разных возрастов и социальных слоев.

Баскетбол – игра, которая сейчас популярна во всем мире. Она была «изобретена» в 1891 году. В 20-х годах был организован первый чемпионат американской лиги. В 70-х годах американский чемпионат был разделен на две лиги: АБА (Американская

баскетбольная ассоциация), которая больше не существует, и которая играла красно-сине-белым мячом, и НБА (Национальная баскетбольная ассоциация).

Существует много видов спорта, которыми занимаются американцы, например, гольф, плавание, теннис, аэробика, борьба и т.д. Многие американцы каждый день бегают или играют в теннис или бридж 2-3 раза в неделю. Нигде в мире спорт не популярен в университетах и колледжах так, как в США.

Sports in the U.S.A.

Americans are fond of sports. The most popular sports in the U.S.A. are football played from April till October, baseball (from September till December), basketball (from October till April), and hockey played in northern cities from October till March.

American football originated from English rugby. This game was first played in Harvard University in 1870s. This game is played by two teams of 11 players. During the game the players are allowed to kick and knock down each other. The objective of the game is to score points by carrying an oval ball across the field and making a touchdown. This game is different from football played in England.

Baseball is a team game which originated from English cricket. It is played with a bat and a ball on the field with four bases and two teams of 9 players. Baseball is American national game which is also very popular in Canada. Its fans are people of different ages and social layers.

Basketball is a game which is now popular all over the world. It was "invented" in 1891. In 1920s the first Championship of American League was held. In 1970s the U.S. Championship was divided into two leagues: ABA (American Basketball Association) which does not exist any more and which played with a red, blue, and white ball, and NBA (National Basketball Association).

There are many sports Americans go in for, such as golf, swimming, tennis, aerobics, wrestling, and others. Many Americans jog every day or play tennis or bridge two or three times a week. Nowhere else in the world sport is so popular in universities and colleges as in the United States.

12. **Make up questions for class discussion based on the *VOA Special English* program.**

These questions will make a bridge between self-study and class work. Try to make these questions interesting and motivating for your students. Because the students shave practiced vocabulary, grammar, listening, reading, and even translation skills at home, the teacher can devote most of the class activity time to problem discussion.

Here is a sample set of questions:

1. What do you know about soccer and its popularity in Russia?
2. Are you fond of soccer? Do you play it or prefer to be a fan? What attracts you in this

game?
3. Get ready to persuade your school principal to set up a soccer club in the school. Think of several arguments which will sound very convincing.
4. Speak about popular sports in Russia.
5. Speak about popular sports in Britain and the U.S.A.
6. Introduce any other kind of sports which you are fond of. Encourage your friends to try this kind of sports. Be creative in convincing them!

<u>Section 3</u>: ONLINE SEARCH FOR ILLUSTRATIVE MATERIALS (IMAGES)

It is very convenient to use the World Wide Web as a source of illustrative materials. You may also use various Clipart collections or make your own drawings.

Here are some tips remember for downloading images from the web:

1. Before downloading make sure that the minimum image size (which is usually marked under the picture icon) is 130 Kbytes, otherwise the image will have low resolution and poor quality in the full screen mode.

2. Don't download copyright protected images.

3. Save the web address (URL) of the downloaded picture. Later, it is advisable to put the list of those addresses at the end of your presentation thus acknowledging the authors of the materials you downloaded from the web.

<u>***Using Google to search and download images:***</u>

1. **Go to www.google.com and select *"Images."***
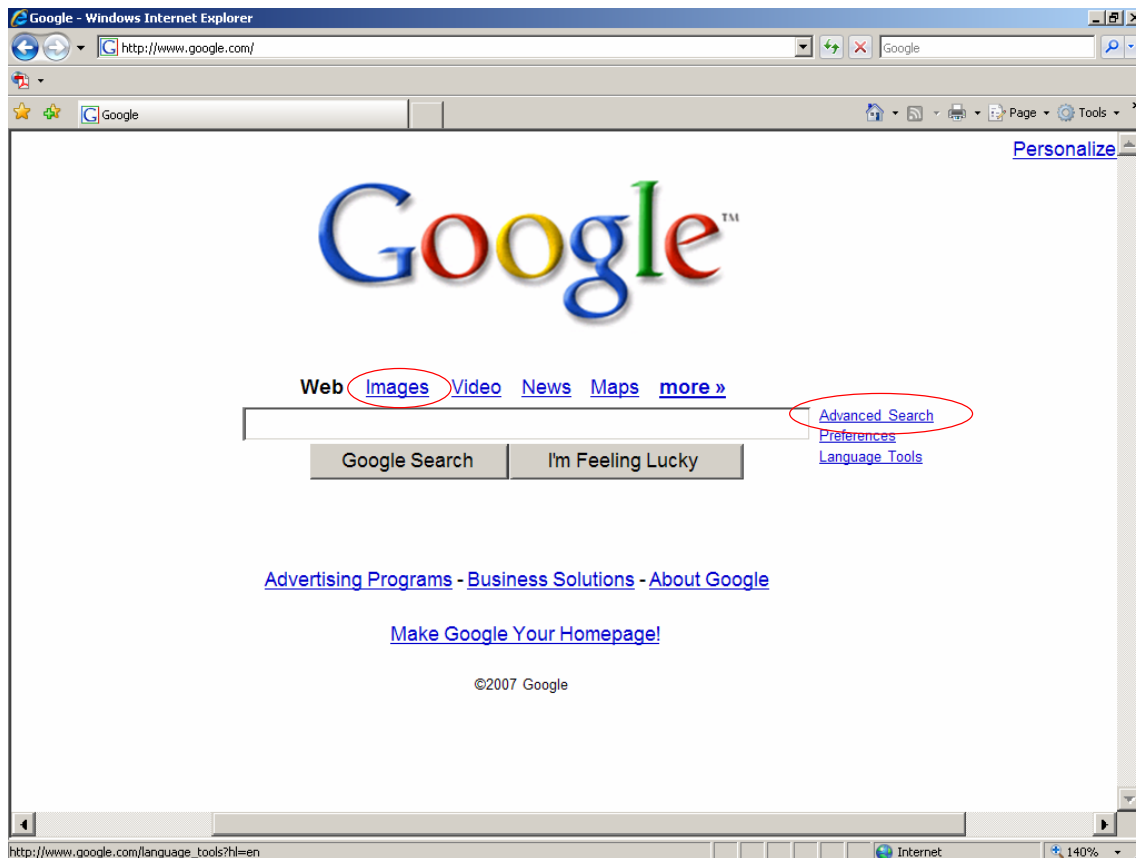
2. Select *"Advanced Search"*.

Input the key word/phrase (e.g. *soccer*) in the *"Find results / related to all of the words"* dialogue box.

In the box *"Size / Return images that are"* select *"large"* (otherwise many images will have low resolution and poor quality in the full screen mode).

In the box *"Filetypes / Return only files formatted as"* select *"JPG files."*

In the box *"Coloration / Return only images in"* select *"full color."*

Left-click on *"Google Search."*

3. **Select the image you like paying attention to its size** *(recommended minimum is 130 Kbytes – you will see the image size when you position the pointer on the image)* **and left-click on it.**
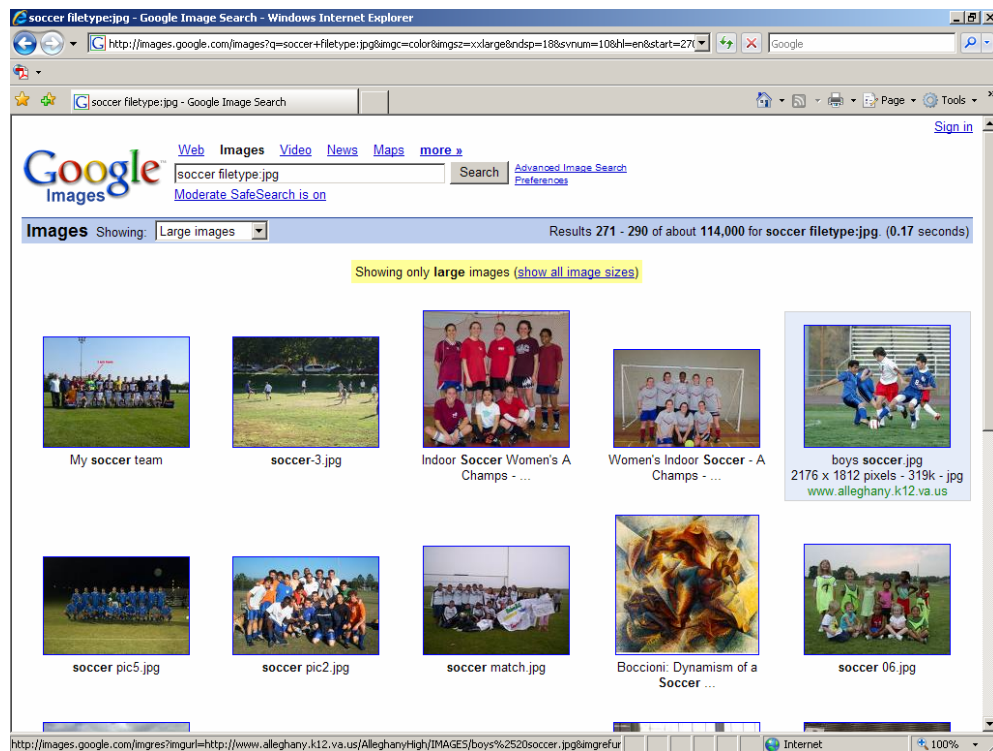
4. **Select** *"See full-size image"*.

5. **Right-click on the image and select** *Save image as…* **to save the image on your hard drive** *(in JPG format). Don't download copyright protected images. Save the web address (URL) of the downloaded picture.*

6. **It is advisable to have at least 15 topical pictures to make your presentation more attractive.**

Section 4: IMAGE PROCESSING

If you are going to use a downloaded picture as background for some of your presentation slides, the text might not be clearly seen due to the mixture of bright colors behind the text as in the following picture:

So it is advised to make the background color more homogeneous by applying a semitransparent light or dark filter:
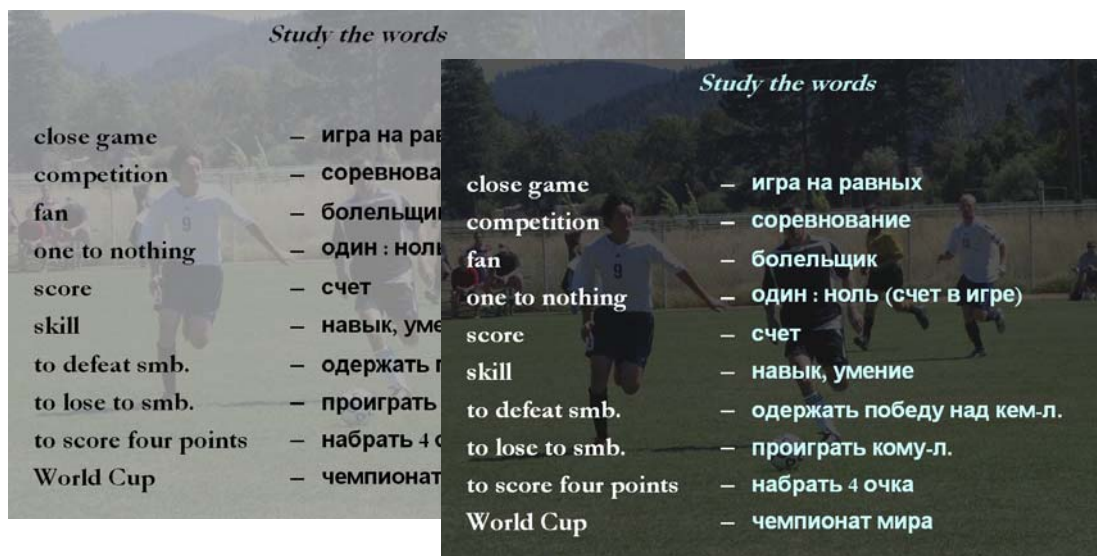
It is a relatively easy operation. Let us see how this can be done in *Photoshop*.

Image processing in *Photoshop*

1. **Open the image in Photoshop. One of the ways to do it is to right-click on the image file, then select "Open with" and left-click on "Adobe Photoshop CS."**
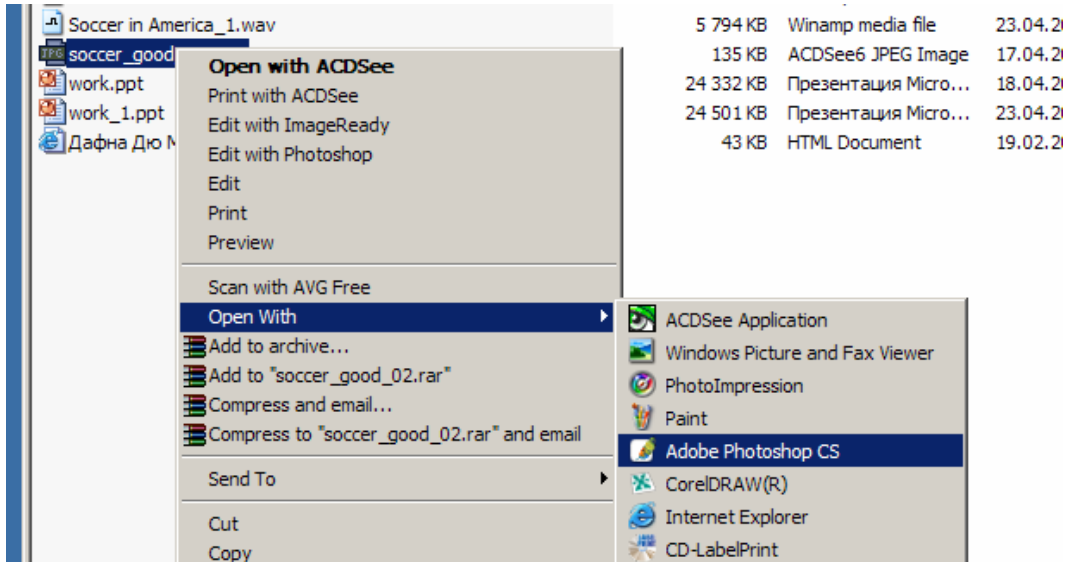
2. **In the toolbar select "Layer" → "New Fill Layer" → "Solid Color."**
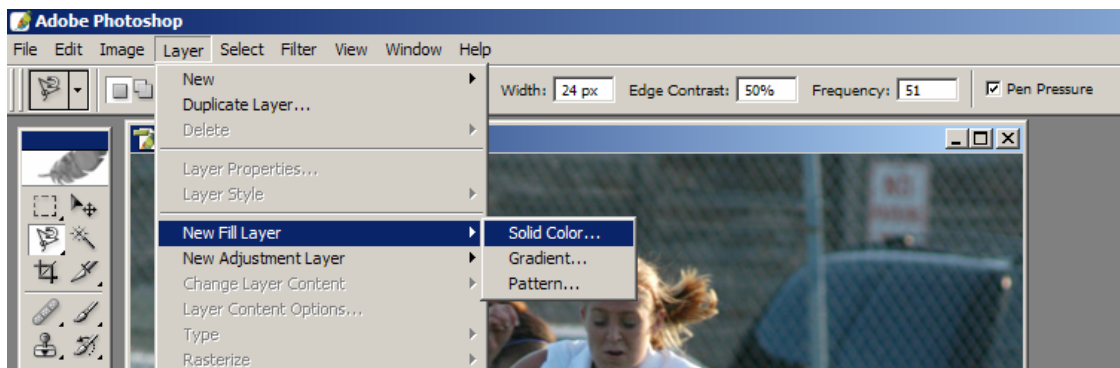
3. **Put the "Opacity" slider to 50%.**
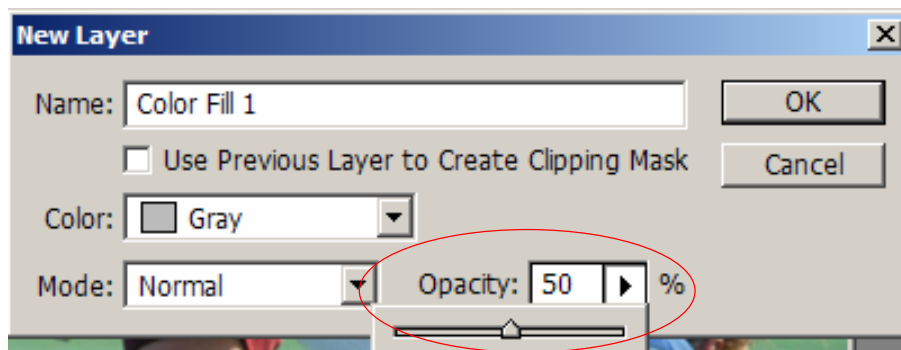
4. **Pick a color by left-clicking on the appropriate spot of the color palette, and then left-click on the "OK" button.**
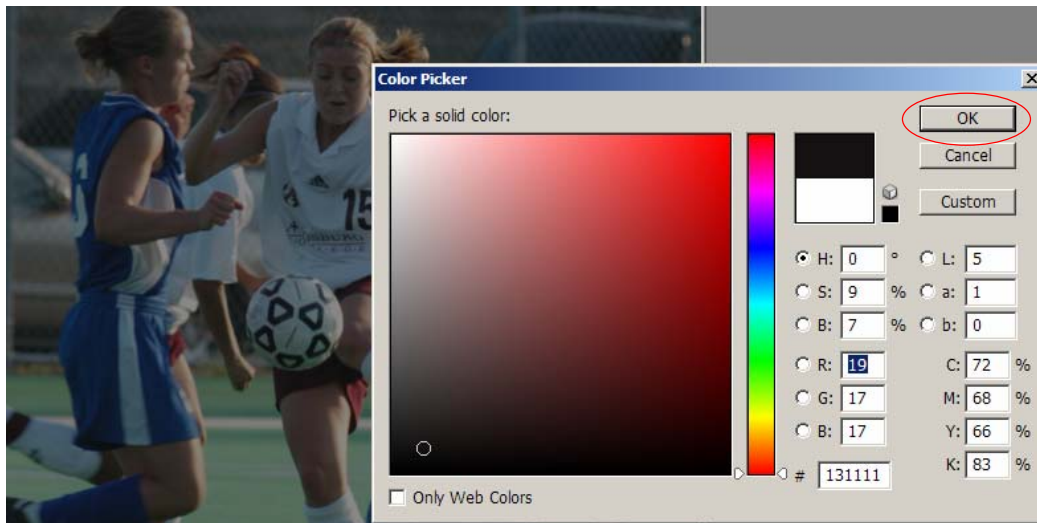
5. **In order to adjust opacity level, select in the toolbar the following options "Layer" → "Layer Style" → "Blending Options."**
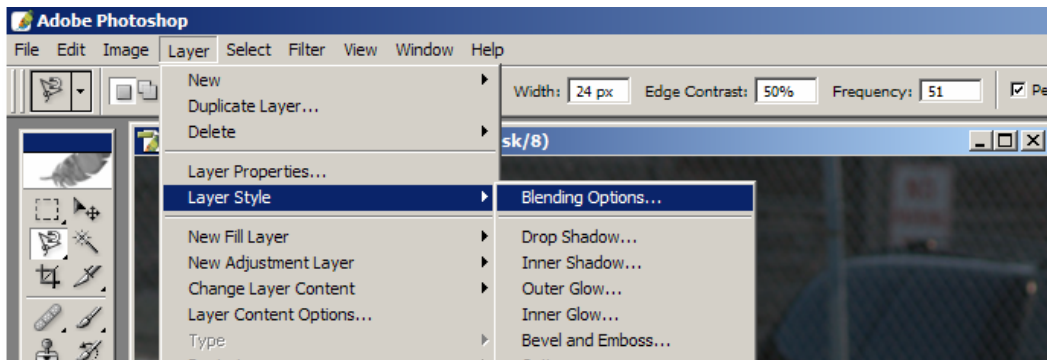
6. **Adjust opacity by shifting the slider as shown in the picture:**
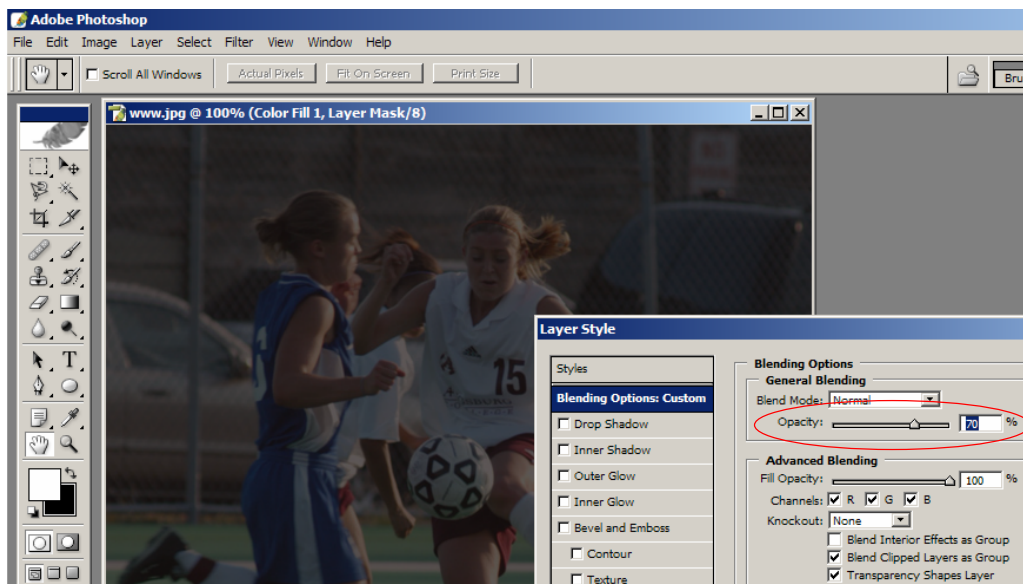
7. **Save the resulting image** by selecting "File" → "Save as." You should use the name of the original image with an additional word indicating the type of change you have made to it (e.g. *_dark или _light*). Thus, the file name *Soccer.jpg* may become *Soccer_dark.jpg.*
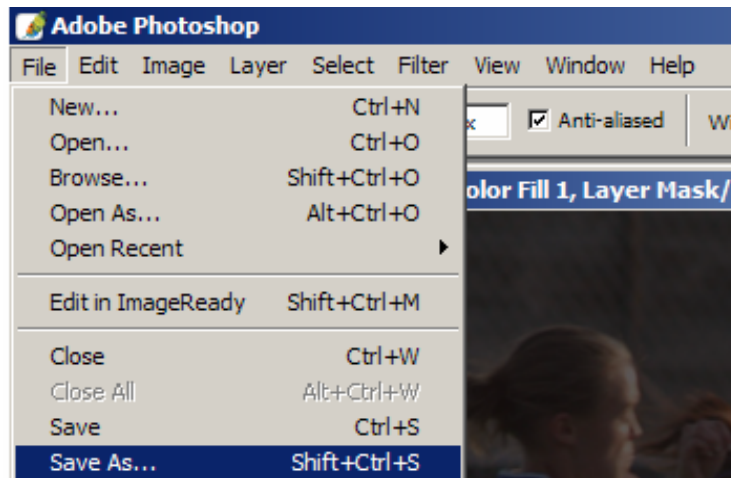
Remember to select **"JPEG" format.**
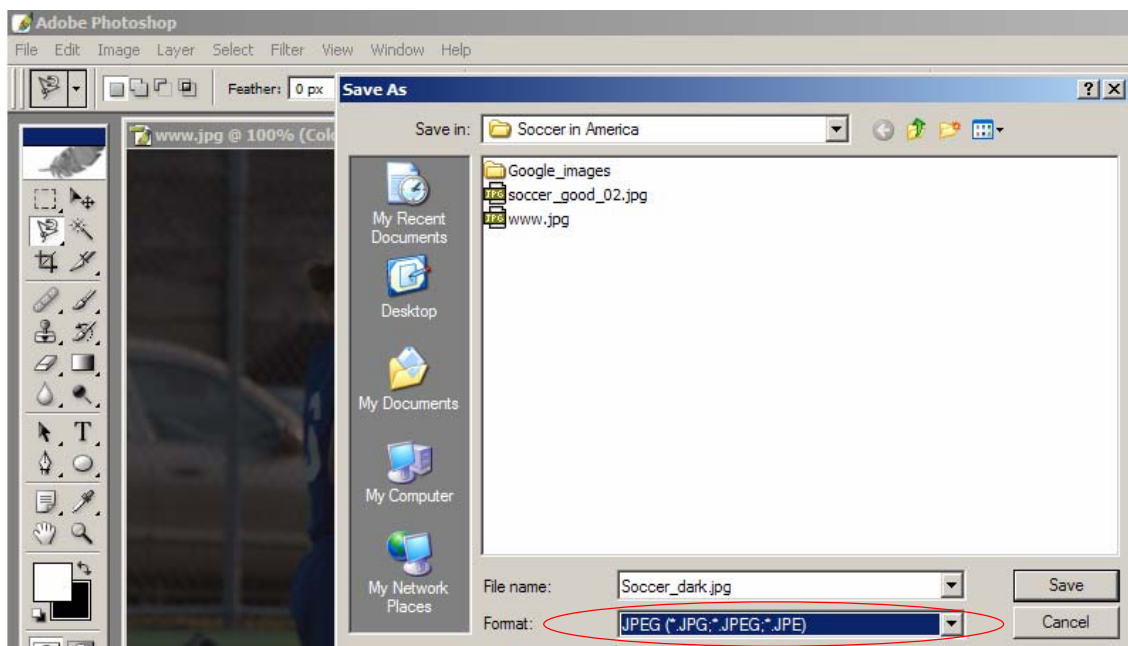
Now, you can compare the original image and the outcome.

Section 5: SOUND PROCESSING

Sound processing involves 2 steps: 1) sound file conversion into a different format, and 2) division of the sequence into several parts.

Correct and trouble-free play of a sound file is achieved by integrating it into the body of the PowerPoint presentation. This means that no other software will be required to reproduce it. However, in order to integrate the sound file into the body of the PowerPoint presentation, it should be converted from MP3 into WAV format. Various converters may be used to complete this operation.

This is how conversion is executed by using JetAudio software:

1. **Select "Convert" and open** *"Soccer in America.mp3.*

2. **Choose the folder where the new file will be stored. Select as "WAV" output format. Select the sound quality and** **configuration (it's recommended to select PCM 22,050 kHz, 16 Bit, Mono** – *better quality will result in a big file size, poorer quality will not be well perceived by the listener),* **and click "Start." The converted sound file will appear in the selected folder.**
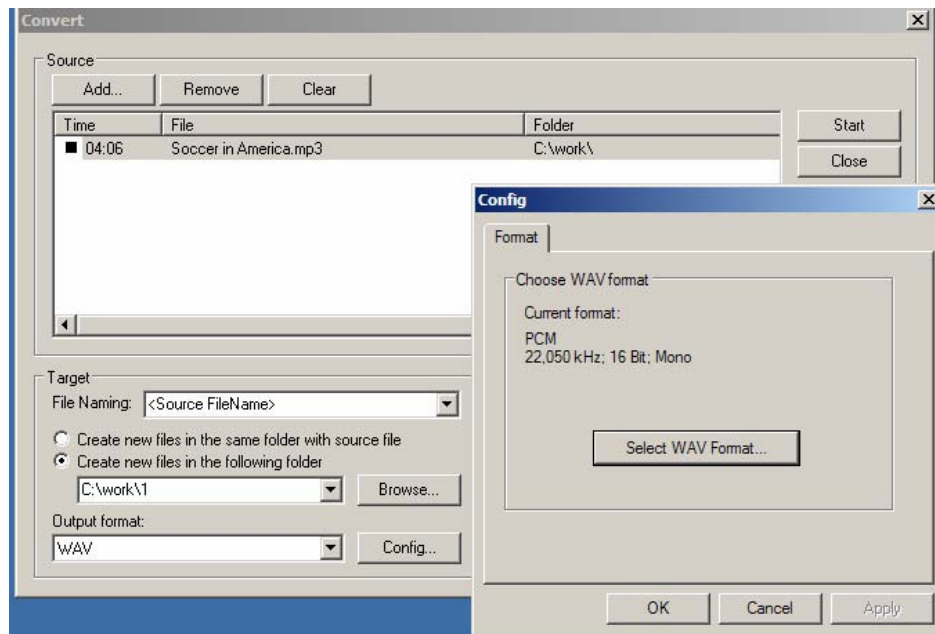
Now, according to the lesson plan, the "Soccer in America" radio program (total length 4 min. 6 sec.) should be divided into two parts (with lengths of 2:14 and 1:52 correspondingly).

The first part will start with the words: *"On Sunday, June thirtieth, an important soccer football game..." and end in "...and basketball has always been much more popular." The second part will start with the words*: *"The United States Soccer Federation says…" and end in "...until young soccer players grow up playing the world's most popular sport."*

This is how this operation is done in **Cool Edit 2000**.

1. **Open** *"Soccer in America.wav"* **in** *Cool Edit 2000 (in case the sequence starts playing, it should be stopped by clicking "Stop" button).*
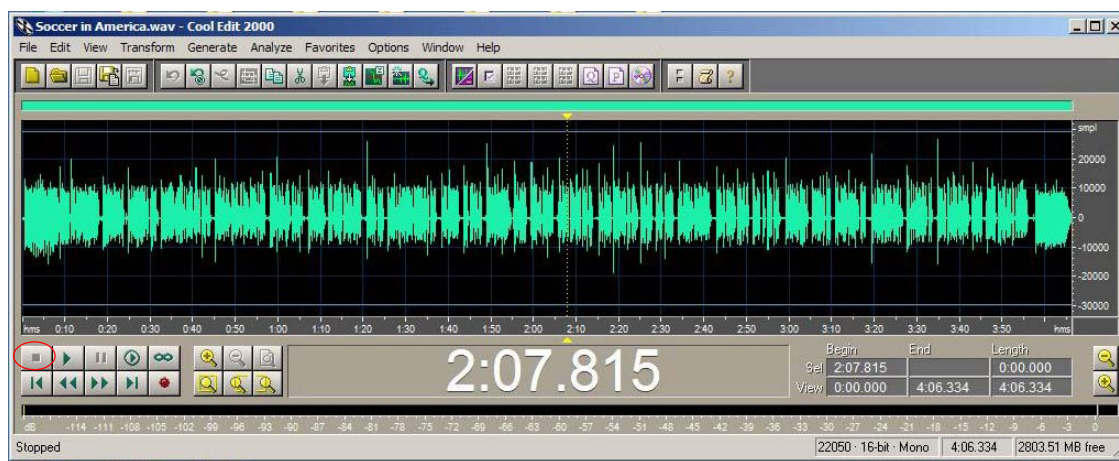
2. **Mark the first part** *(it is possible to find the beginning and end of part 1 by playing the soundtrack and consulting the time bar).* In order to mark a certain sequence, left-click on the beginning of the chart, and, holding the left button of the mouse pressed, drag the pointer to the right. When you reach the end of the marked sequence, release the mouse button.
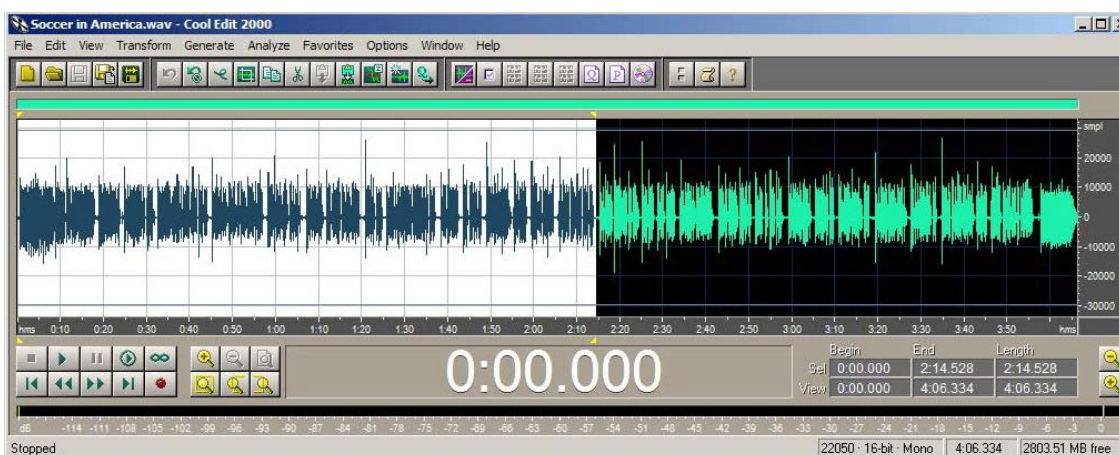
3. **Choose "File / Save Selection…" and save the selection under a slightly different name, e.g.** *Soccer in America_1.wav.*
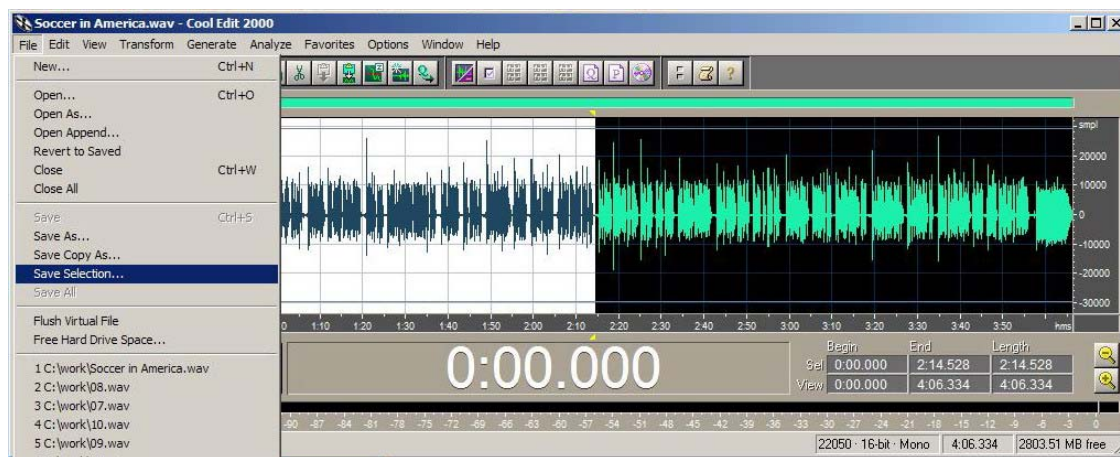
4. **Repeat the same procedure with part 2.**

A similar procedure may be used to divide the soundtrack into separate sentences. They will sound in the listening comprehension activity each time the user selects a wrong answer *(например, see exercise 7 in the lesson plan)*.

<u>Section 6</u>: Making the PowerPoint Presentation

6.1. Interactive vocabulary activity

The difference between an interactive PowerPoint presentation and a standard one is that the first succession of slides depends on the user's actions. For example, if a mistake is made, a corresponding message will appear, and the learner will be offered one more attempt to give the correct answer. If the answer is correct, the program will proceed to the next task. It is very simple interactivity without sophisticated analysis of the learners actions or strategies. However, the idea of an interactive EFL presentation is to make learning more interesting, diverse and natural.

The following section will discuss the process of making an interactive vocabulary activity. In short, it is a matching exercise. The learner is presented with a list of English words (arranged vertically). In the upper part of the screen there appears a Russian word.

<div align="center">Болельщик</div>

close game
Competition
Fan
one to nothing
Score
Skill
to defeat something
to lose to something

The learner is to match it with the English equivalent by left-clicking on it. In case of mistake the learner will see a message like "You are mistaken!" or "Try again!" If the learner answers correctly, the Russian word is placed opposite its English equivalent, and the next example appears in the upper part of the screen (i.e. the presentation moves to the next slide).

In the end the learner will see the pairs of matching words or phrases arranged in two columns.

close game	игра на равных
Competition	соревнование
Fan	болельщик
one to nothing	один : ноль (счет в игре)
Score	Счет
Skill	Навык, умение
to defeat something	одержать победу над кем-л.
to lose to something	проиграть кому-л.

Here are the major steps to create this activity:

1. **First, it's necessary to create the final version on one slide (arranging the appropriate layout, and selecting suitable fonts, colors, background, etc.) so that nothing will need to be altered later.** The matter is that each subsequent slide of the activity is created by copying the previous slide and introducing minor changes. Apart from some details, the slides must look identical – that will create the impression of working with one screen. So, if later one of the first slides needs to be modified, all the subsequent slides will need to be modified as well – and this will create a lot of work. **We will start with the last slide of the activity.** This way, instead of adding elements in each subsequent slide, we will delete them – which makes it easier to create identical slides.

   – **Start *PowerPoint*.**

   – **Give a name to the presentation, e.g. "Soccer in USA."**
   Select "**File / Save as**" find the target folder and input the file name (*"Soccer in USA"*).
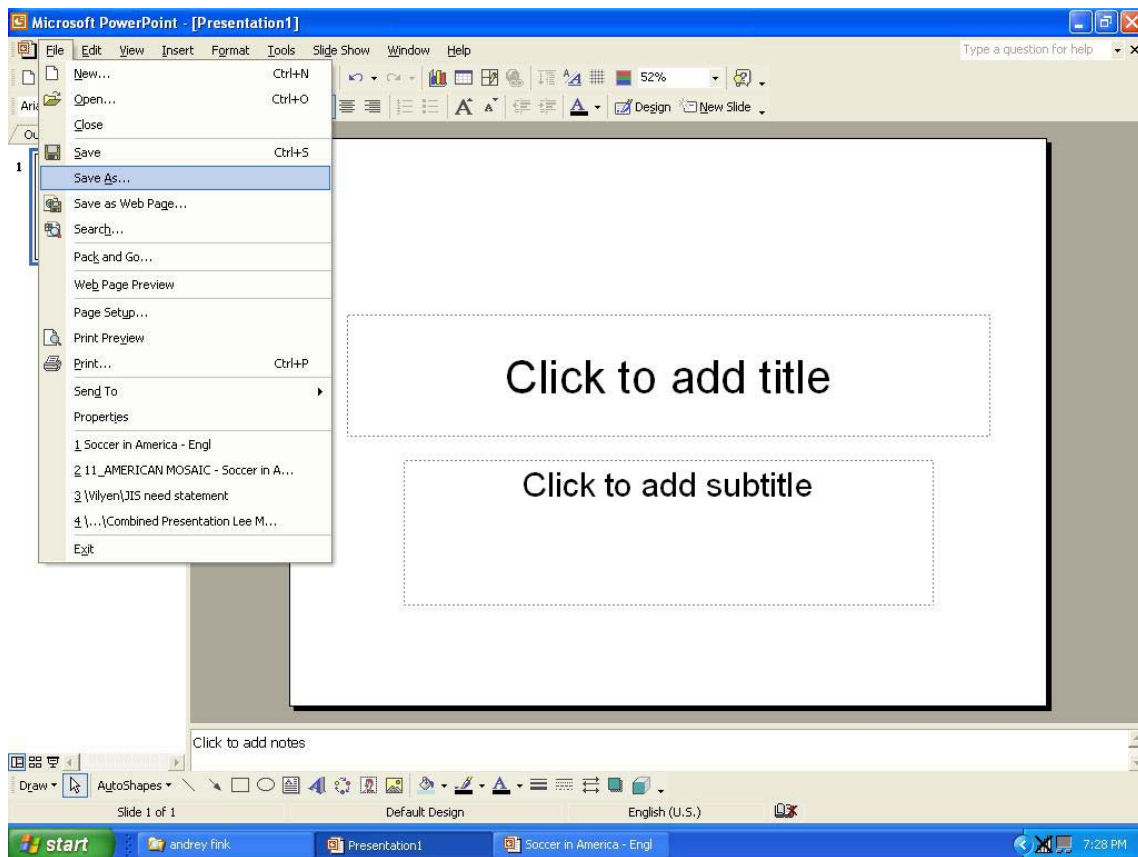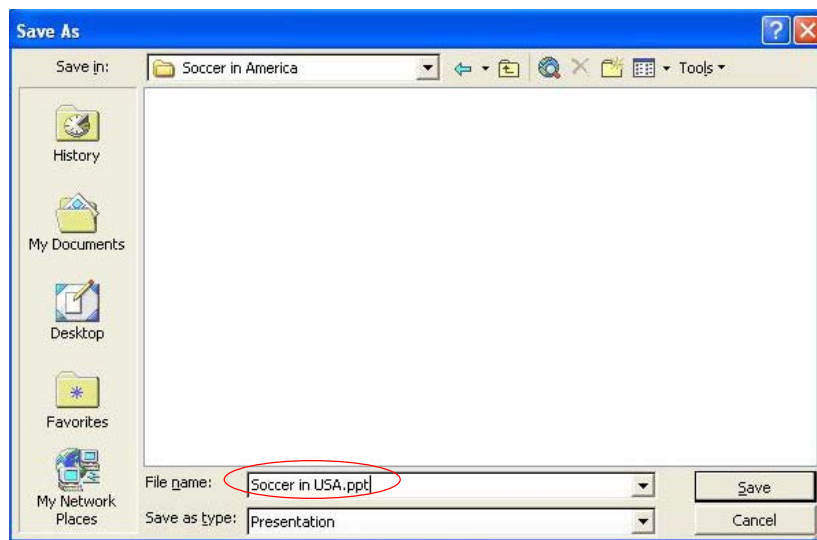
Note: if you happen to press the wrong button or you don't like the result of some action you have done, use the **"Undo"** icon, which will return the program one step back with each time you click on it.

– **Make the following slide:**
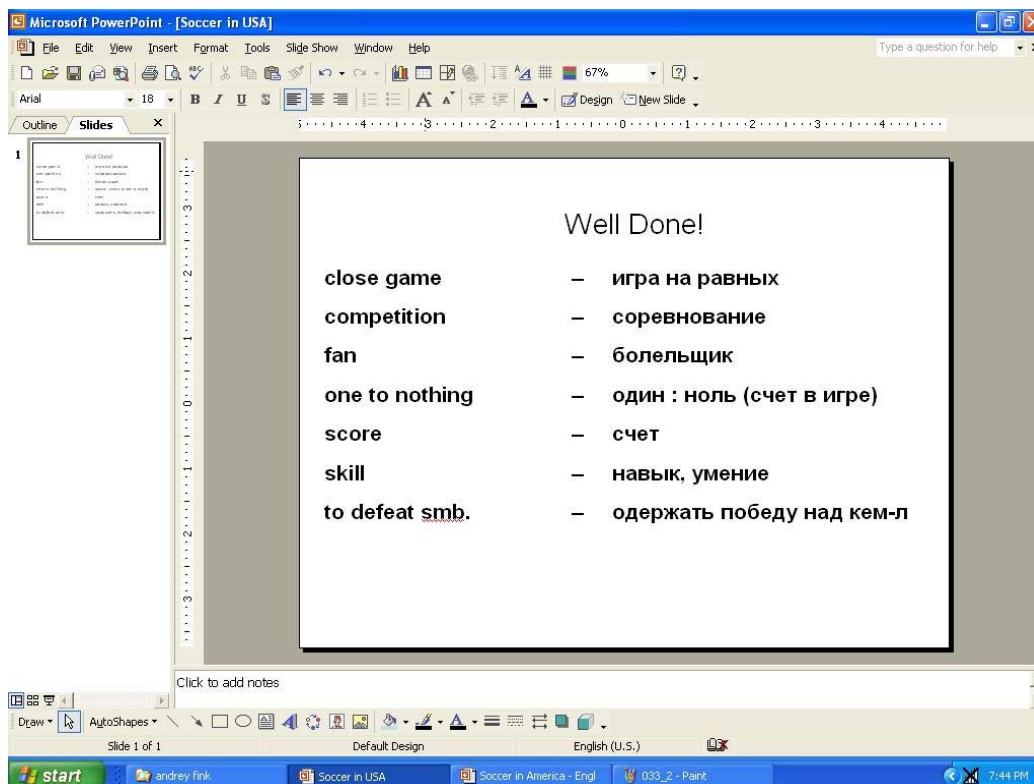
It is advisable to use "Arial" font because it is easier to read it if there is a lot of text in the slide.

Use "Tab" (not the spacebar) to separate the columns so that there may be smooth borders.

The "*Well Done!*" message in the upper line indicates that the activity has been successfully completed.

– **Create background** using the previously processed image (see Section 4: IMAGE PROCESSING). In order to do this:

Select "Format / Background"
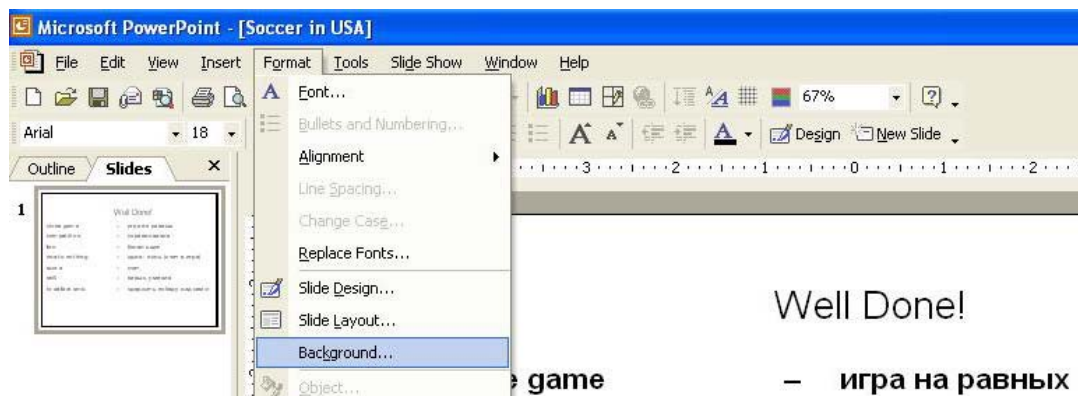
In the **"Background"** dialogue box select **"Fill Effects."**
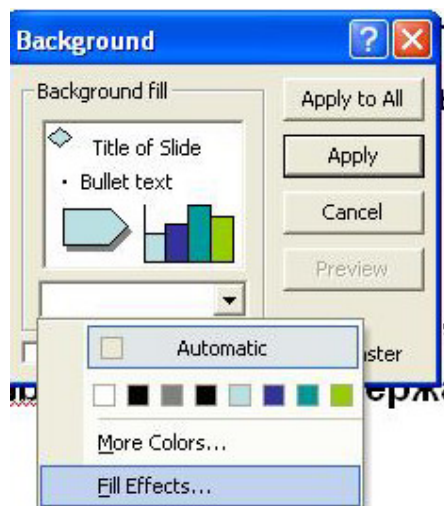
In the **"Fill Effects"** dialogue box select **"Picture"** bookmark and click on **"Select Picture"** button.
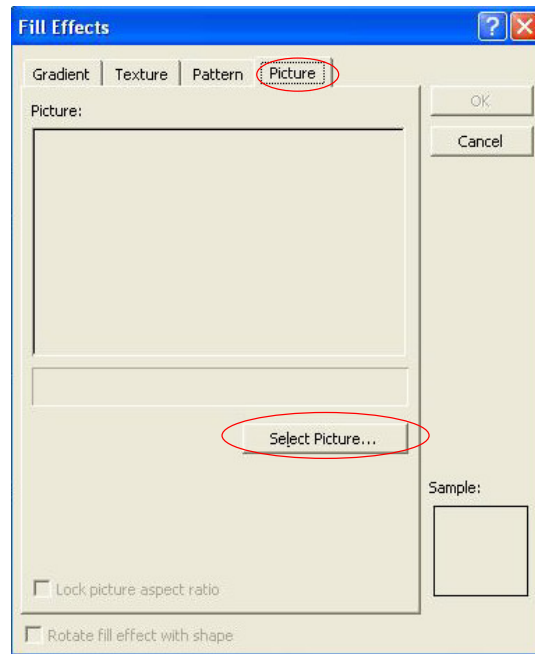
Find the necessary image file, left-click on it, and then left-click on **"Insert"** button.
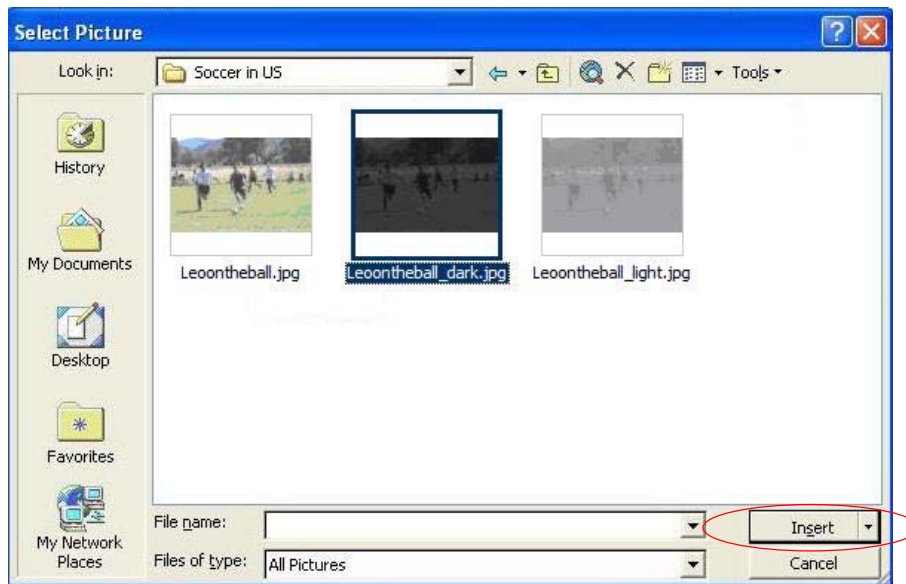
Put the flag in **"Lock picture aspect ratio,"** and then left-click on **"OK"** button.
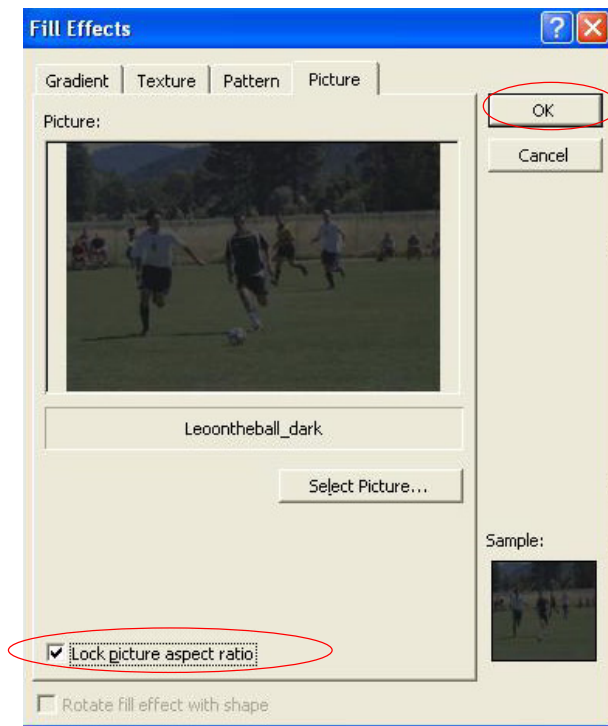
Left-click on **"Apply"** button.
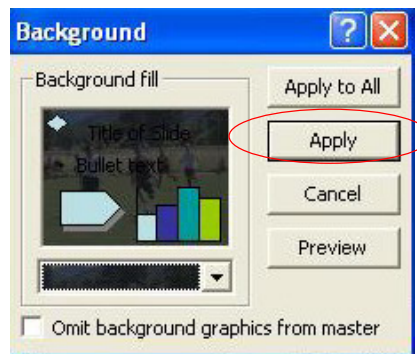
If the text is not clear in the resulting slide, change the font color.
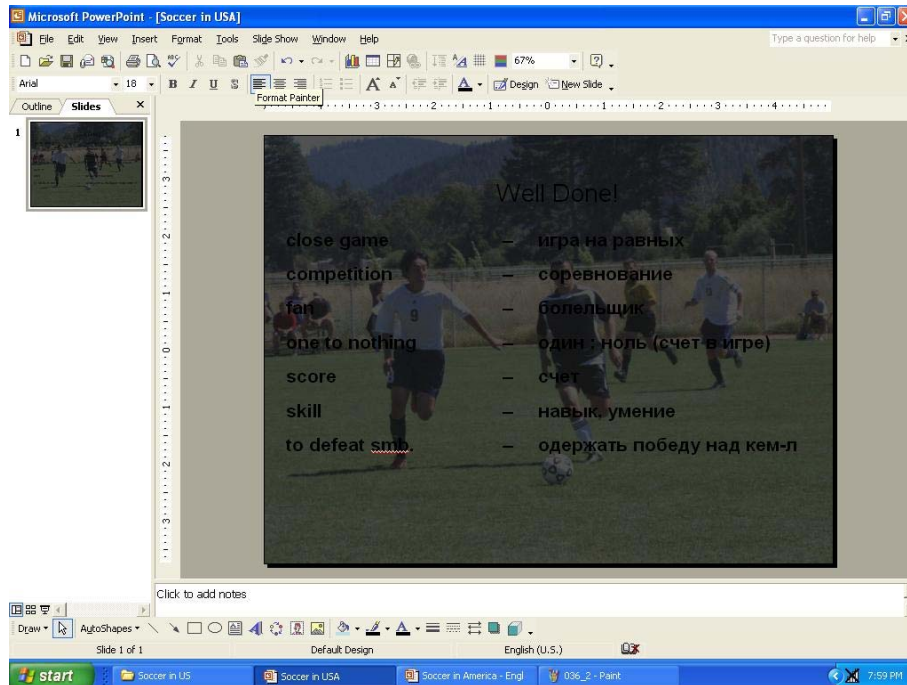
You can try a different color and formatting for the *"Well Done!"* message (for instance, you can add italics).
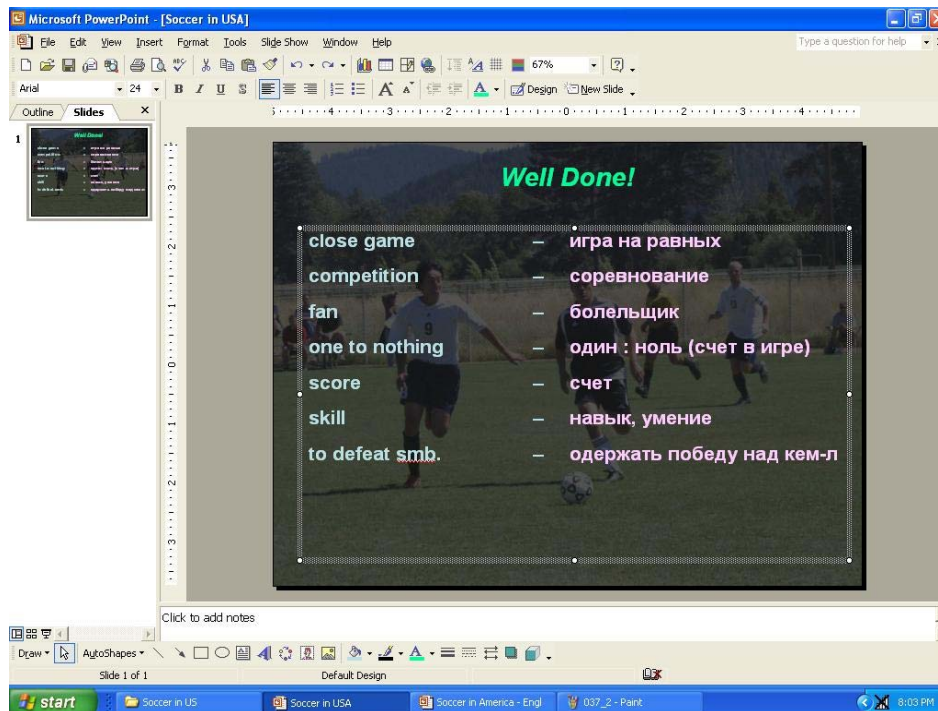
You may need to alter the text layout in order to efficiently use the work space (remember that it is necessary to do all the necessary changes before you start creating the next slide). If you want to move the *"Well Done!"* message higher, left-click on it to see the frame of the message. Next move the pointer to the border of the frame, left-

click on the border and, holding the left mouse button pressed, drag the frame to the desired position and release the mouse button. You may also try changing intervals between the lines. Select **"Format / Line Spacing"** and experiment with various interval values.
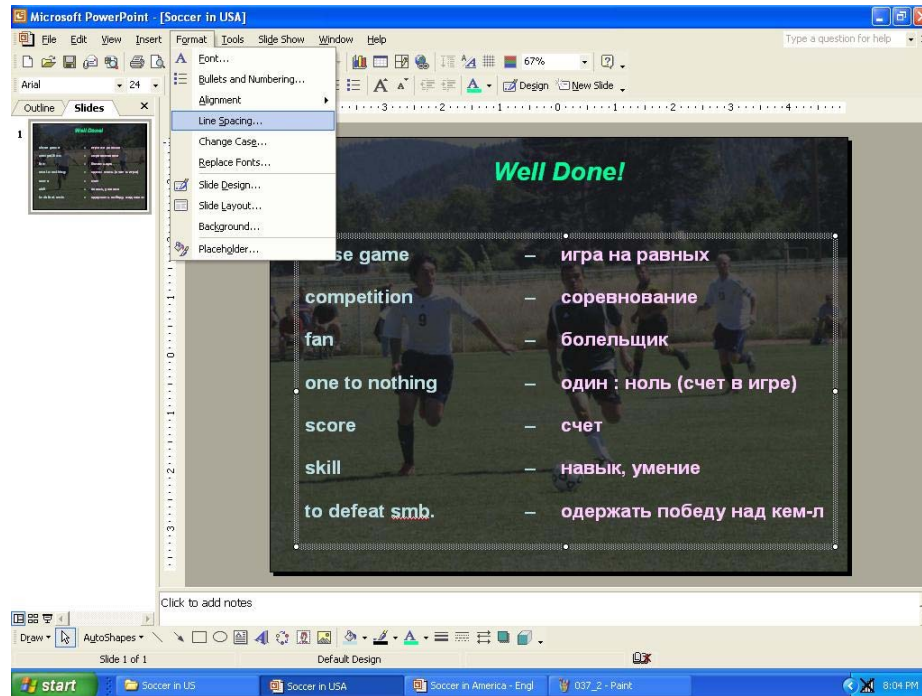
Now it is time to add some animation to the "Well Done!" message. Animation effects make the presentation dynamic and attractive. To add animation, mark the "Well Done!" line, then right-click on it and select **"Custom Animation."**
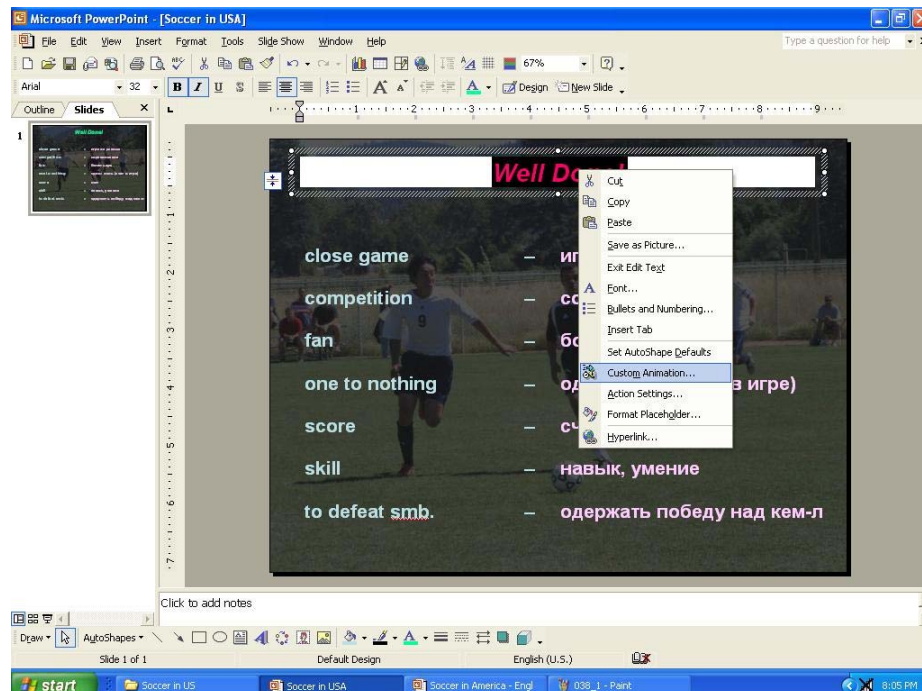
Then select
"Add effect /
Entrance /
(e.g.) Fly In."
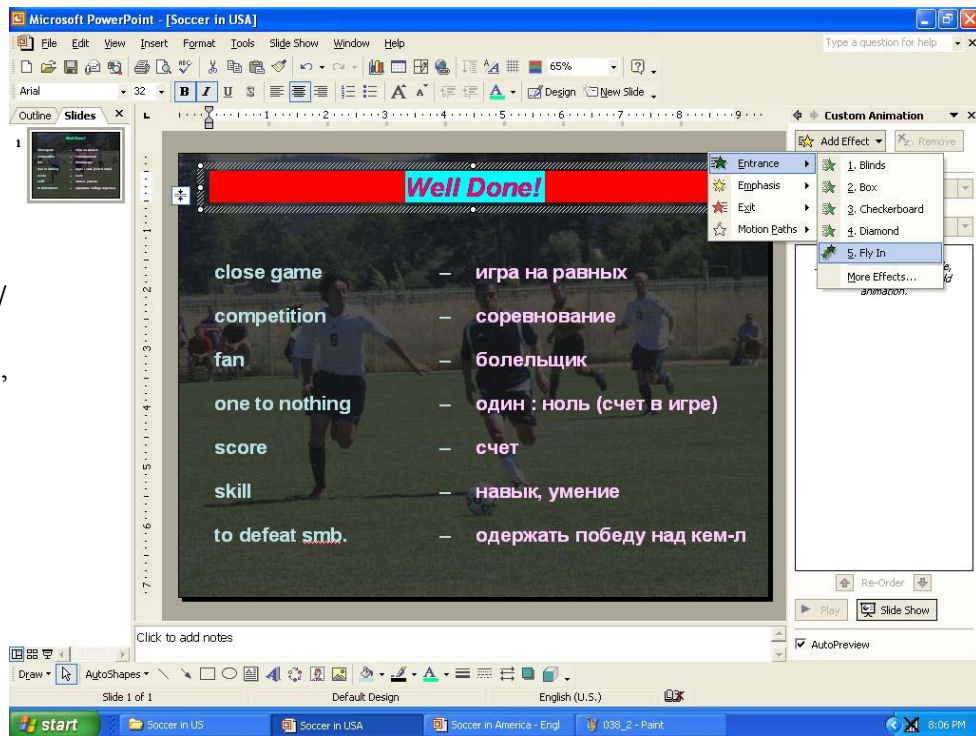
It is important to set the beginning of the effect as **"With Previous"** or **"After Previous,"** and **NOT "On Click"** because in the presentation no click or space bar will work unless it is a click on a specified hyper-link.
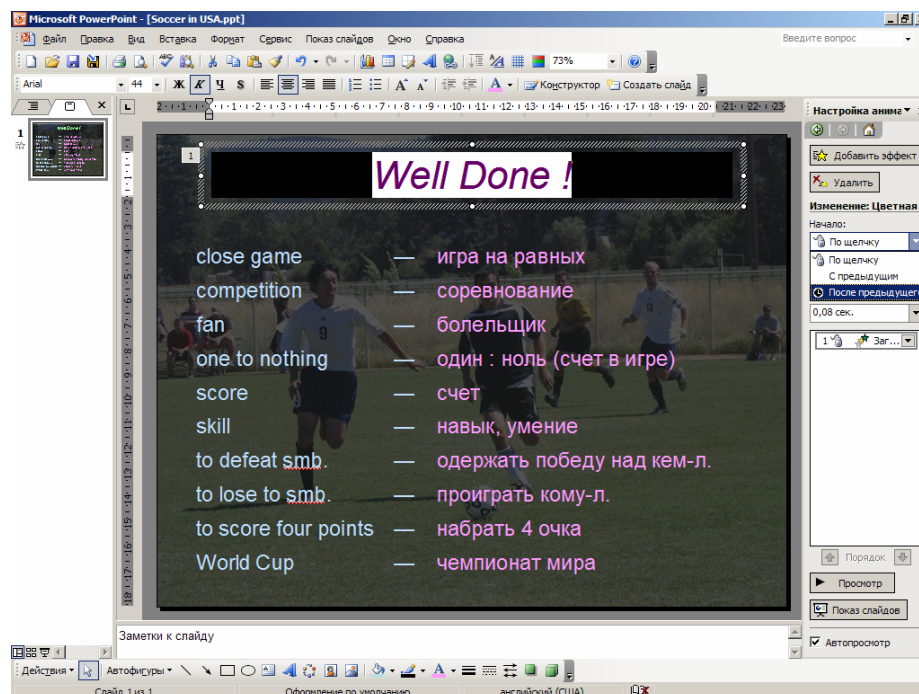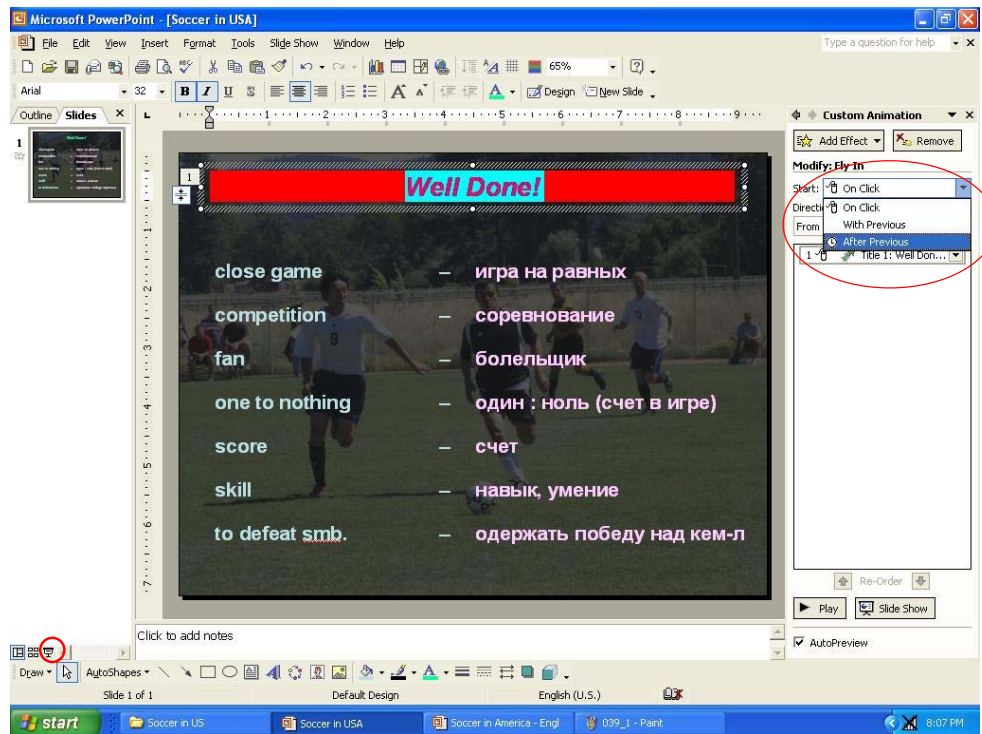
Now the slide is ready. You may start the presentation to see what the slide looks like. It is very convenient to use the **"Slide show (from current slide)"** icon located in the bottom left corner of the screen. A click on this icon always starts the presentation from the currently selected slide, so you don't have to look through the presentation from the very beginning.

2. **Create a slide (or several slides) which will carry a warning message in case of mistake.**

   In order to create one more slide, left-click under the icon of the first slide in the left part of the screen. A blinking line will appear. Then select **"Insert / New Slide."**
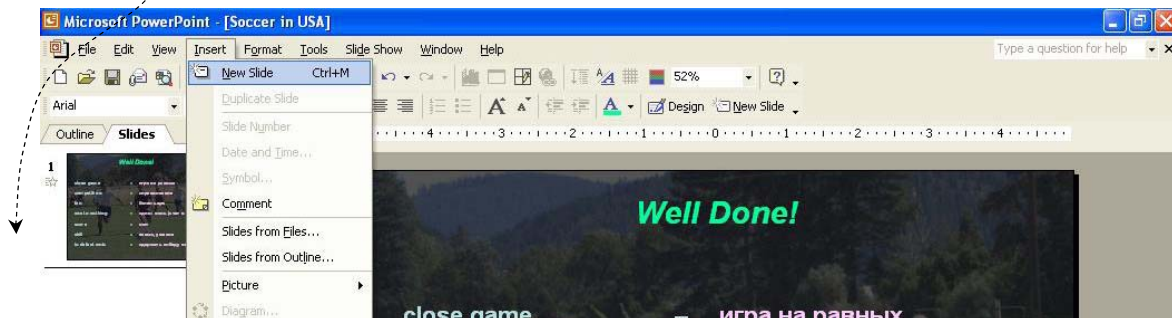
Left-click on the border of the **"Click to add text"** frame and delete the frame by pressing "delete" key on the keyboard.
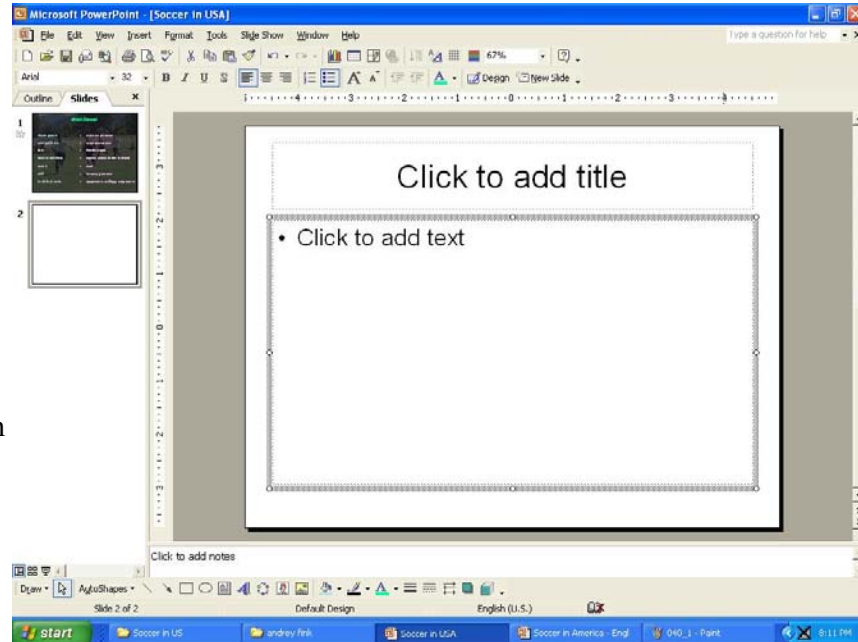
Type "You are mistaken!" in the remaining frame. Drag the frame to the middle of the screen. You may want to change the font size and color.

Select the slide background (background setting procedure has been already described). You may select a bright picture. In order for the text of the message to be clearly visible, you may add a semi-transparent background to the message itself. To do this, make a quick double left-click on the border of the message frame, select the background color and degree of transparency.
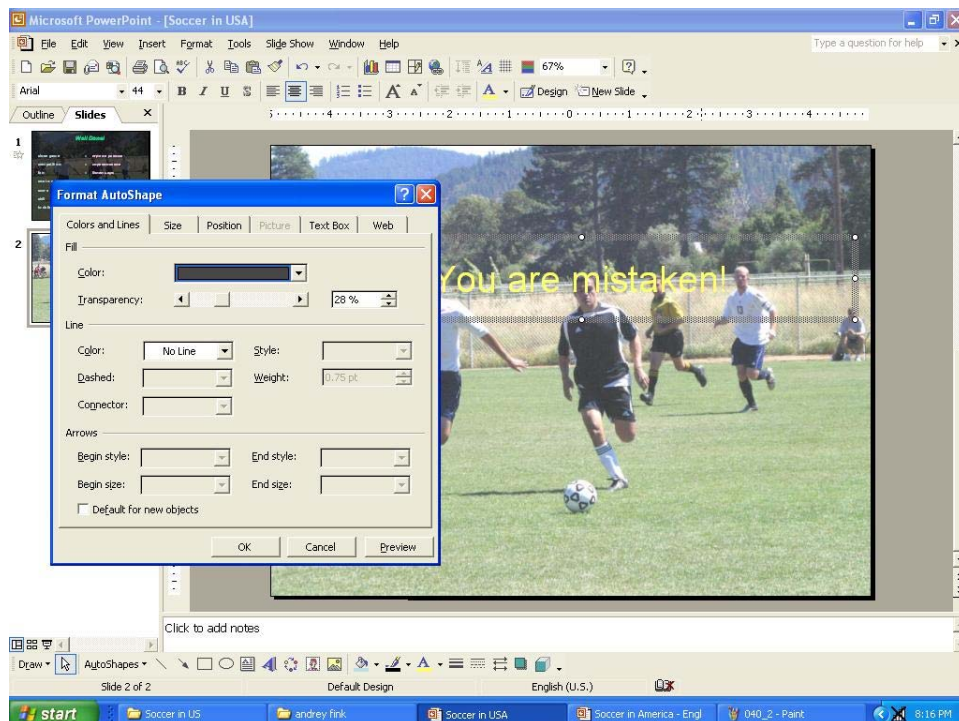
If necessary, the message frame may be minimized by "dragging" its border to the center.
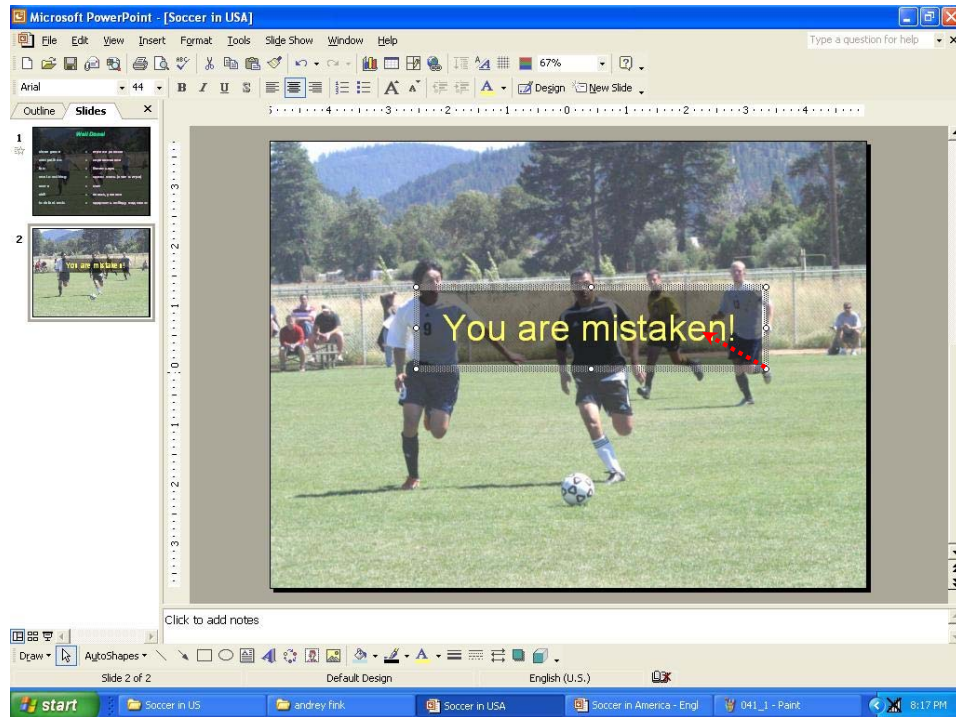
The next step is to create a hyperlink by clicking on which the user will go back to the slide where he/she made the last mistake. To do this, mark the line "You are mistaken!" Then, right-click on the selection and choose **"Action Settings."**
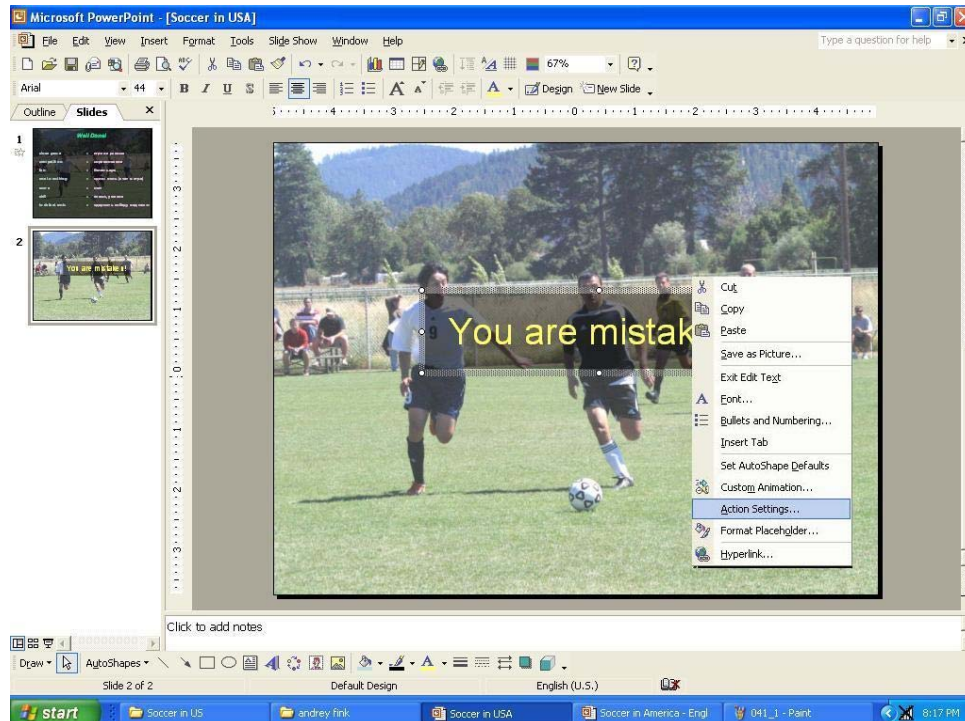
In the **"Action Settings"** dialogue box select **"Action on click"** and choose **"Last Slide Viewed"** from the list of options. You may set this action both for **"Mouse Click"** and **"Mouse Over."** Then the user will not have to click on the "You are mistaken" message to get back to work – it will be enough just to move the pointer over it.
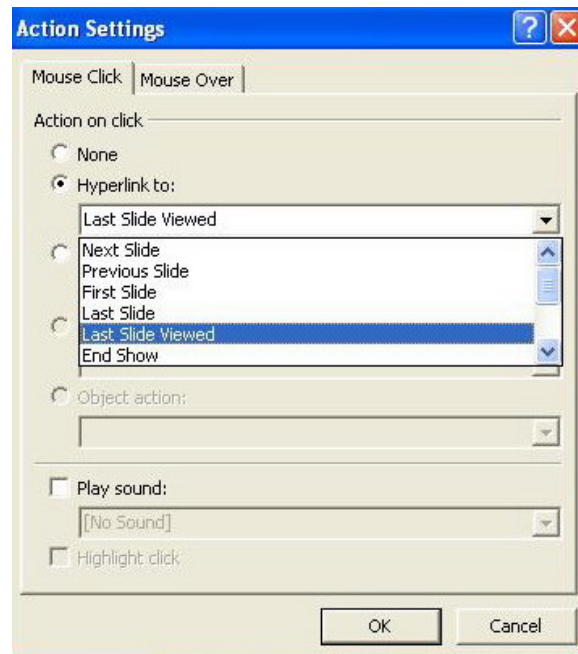

After you set the action, the selected line (*"You are mistaken!"*) will change color and become underlined. It means that this line has been turned into a hyperlink, and clicking on (or moving the pointer over) it will result in some action.
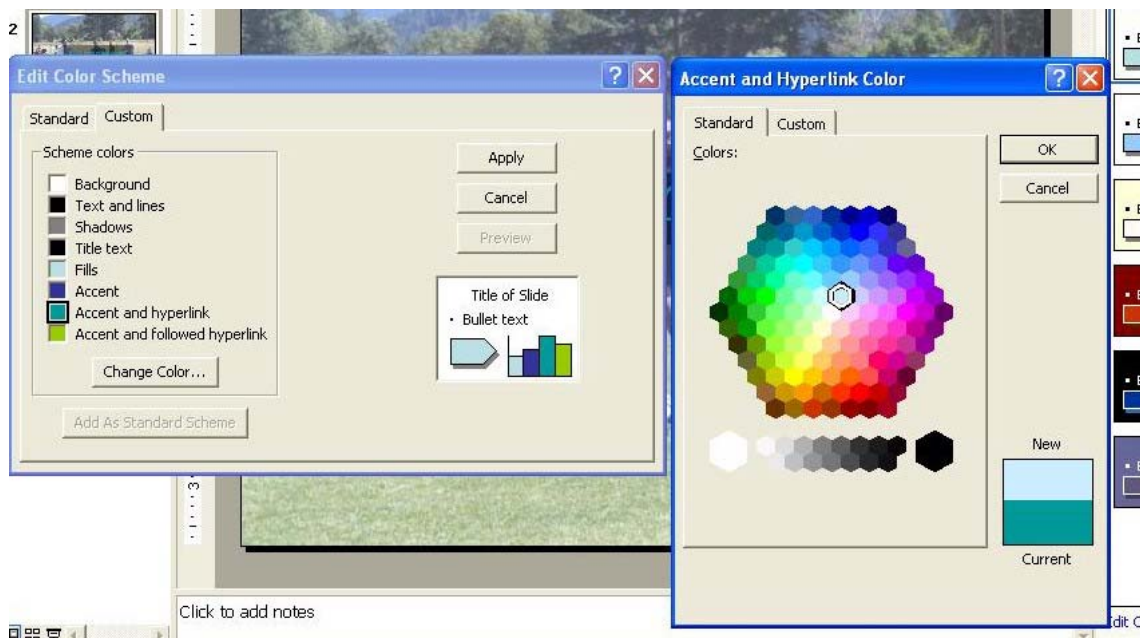
If you don't like the color automatically given to the hyperlink, you may change it. Select **"Format / Slide Design."**
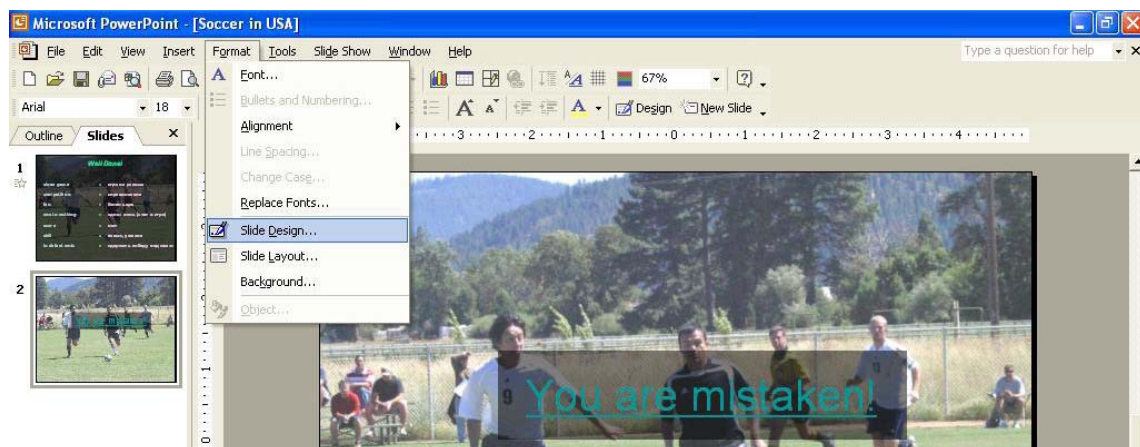
In the **"Slide Design"** dialogue box select **"Color Schemes / Edit Color Schemes."**
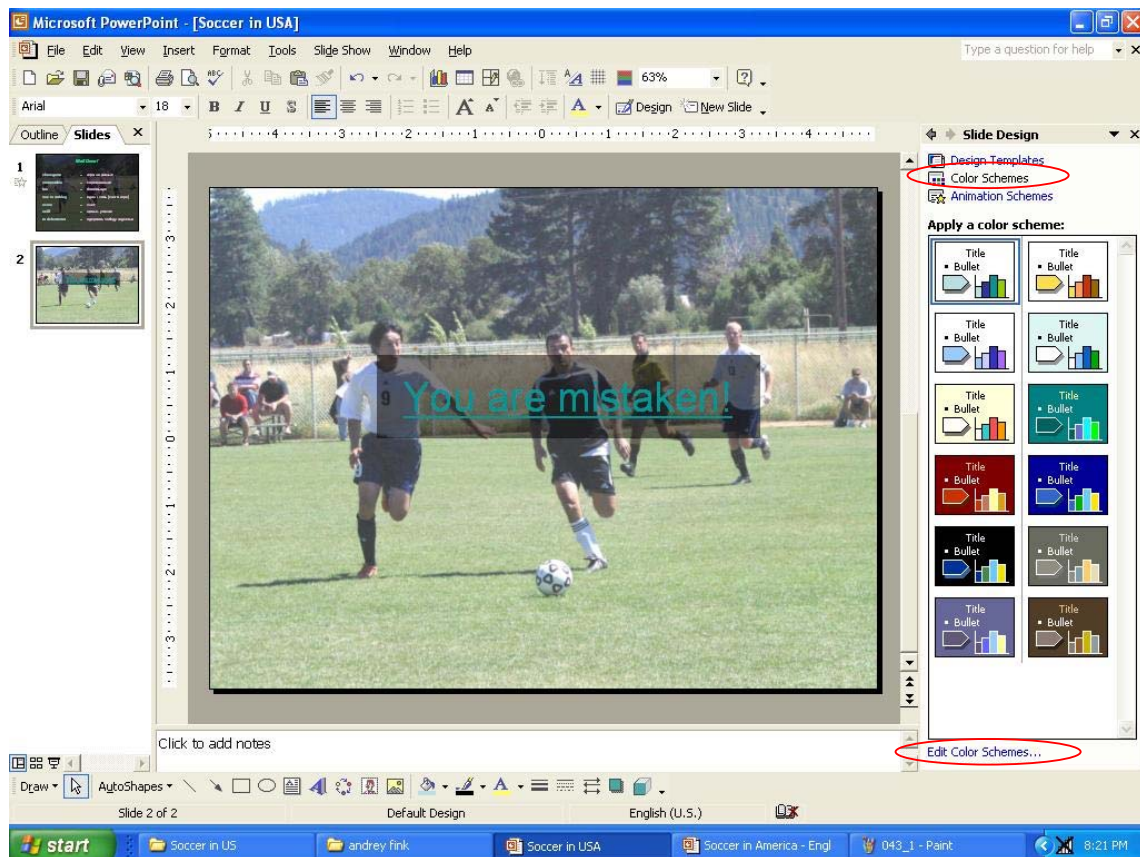
In the **"Edit Color Schemes"** dialogue box select **"Accent and hyperlink / Change Color,"** select the appropriate color and left-click on **"OK,"** then left-click on **"Apply."**

44

Another way to let the user go back to the activity after he/she has read the message about the mistake is to create a "Return" button. In order to make it, select **"Slide Show / Action Buttons / Action Button: Custom."**
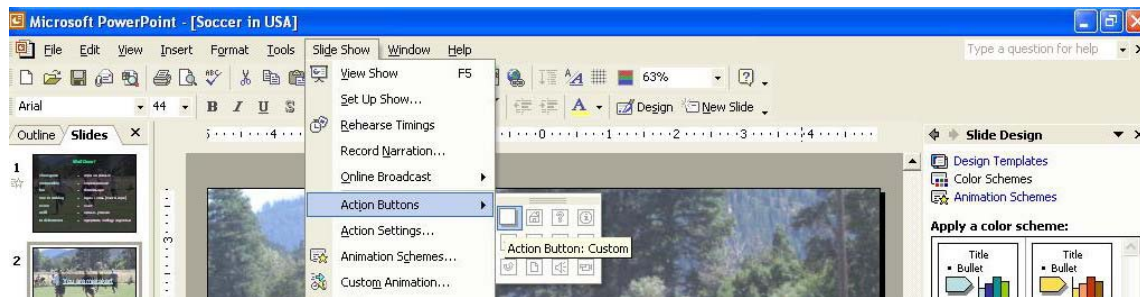

The pointer in the screen will take the shape of a cross. Place it in the right bottom part of the screen, press the left mouse button, and without releasing it, "drag" the rectangle for the button to get the right size. Release the left mouse button. Then select **"Action on click / Hyperlink to: Last Slade Viewed,"** and left-click on **"OK."**
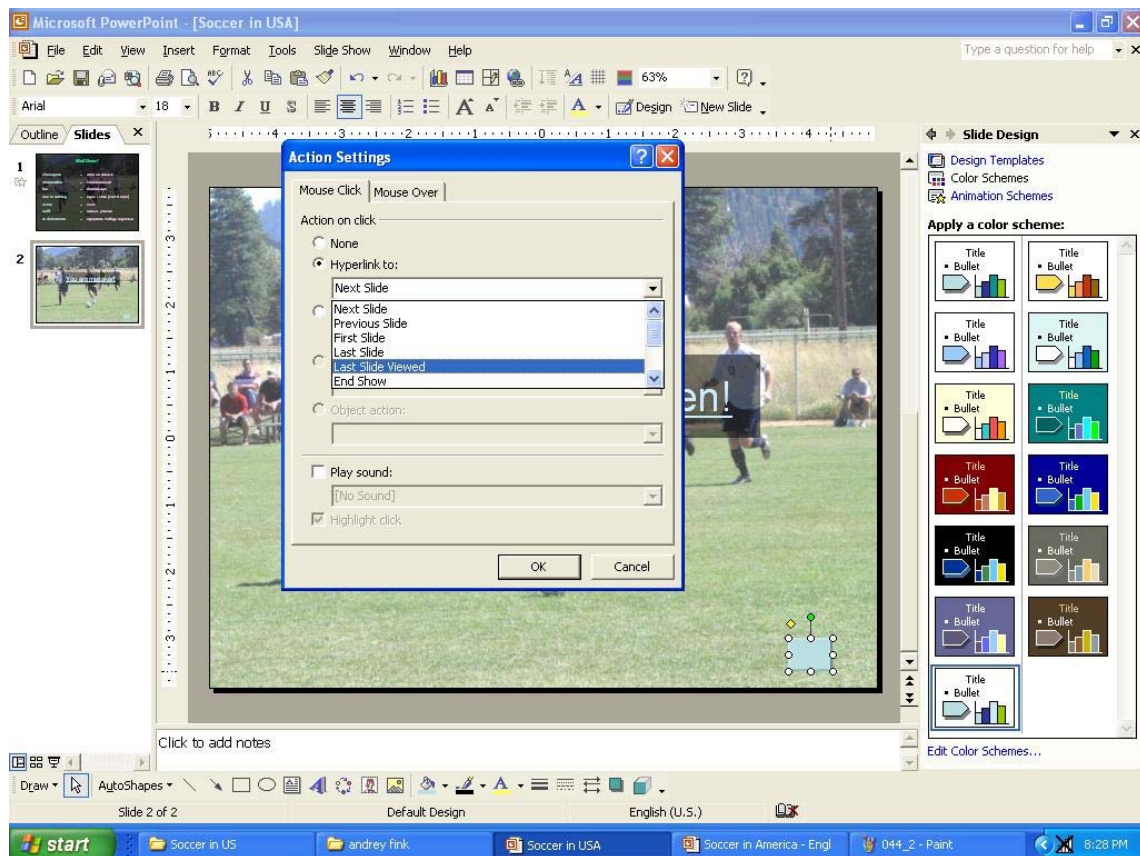
Right-click on the new button, select **"Add Text"** and type "**Return.**" If necessary, you can change the size / color of the button or of the text inside the button.



It is recommended to hide this slide so that the slide show may not automatically proceed from the previous slide to the slide containing the "wrong" message. To do this, left-click on this slide icon in the left part of the screen (to select this slide). Then select **"Slide show / Hide Slide."**
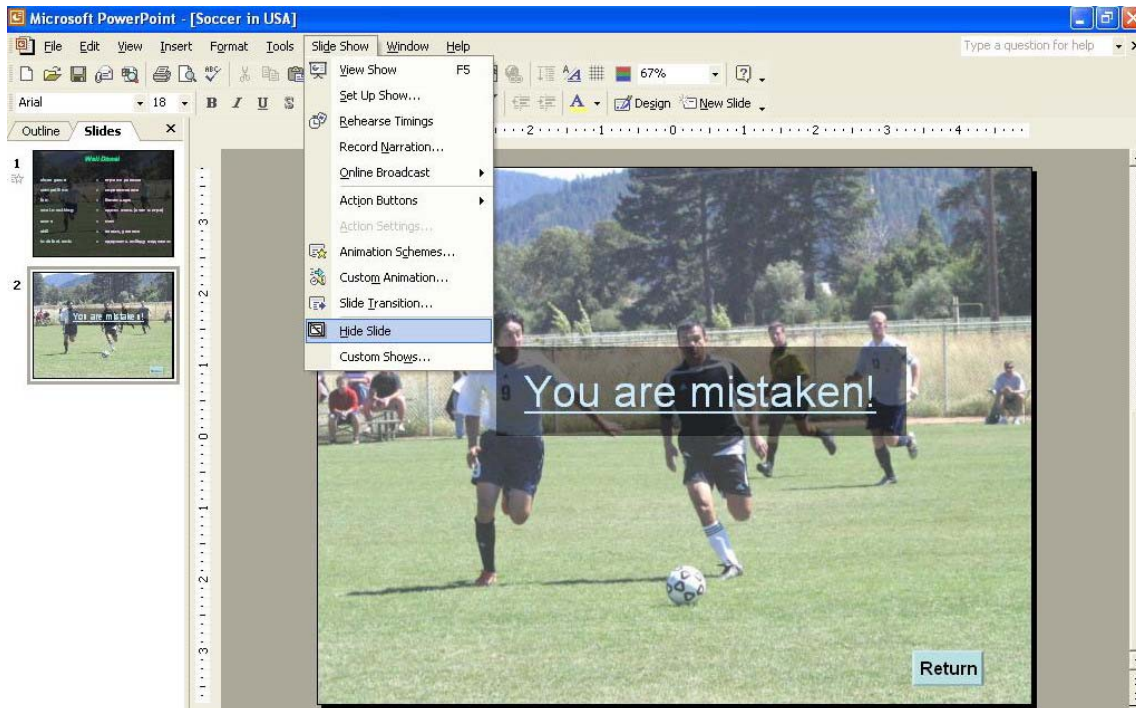
The slide with a "wrong" message is ready. Notice that its number in the left part of the screen is marked with a semi-crossed rectangle. *(If you don't want this slide to be hidden, you may left-click on this slide icon in the left part of the screen (to select this slide). Then select "Slide show / Hide Slide).*
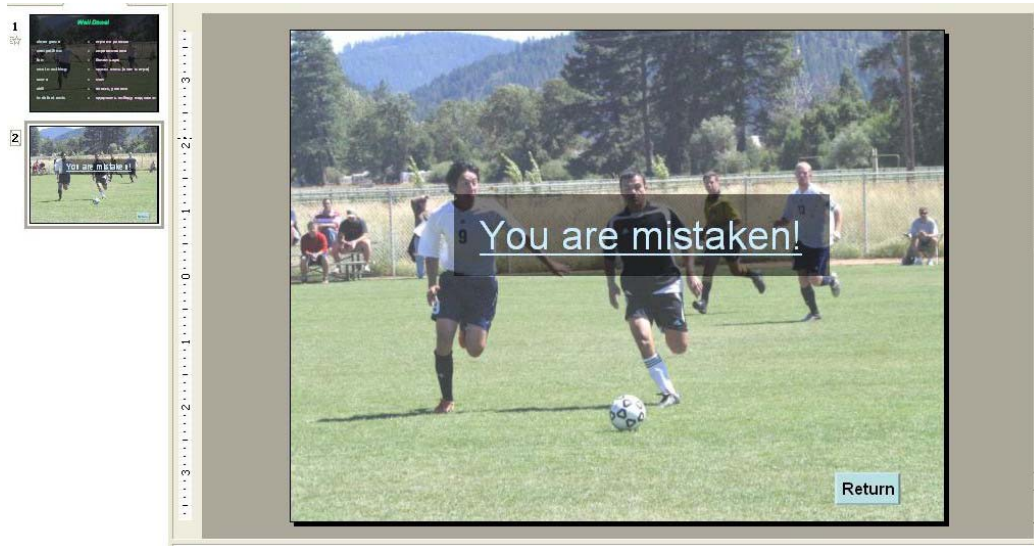

To create a variety of computer messages, it is recommended to design several slides with different mistake warnings. The easiest way is to copy the slide you have just created and then to change the text. First, left click in the left part of the screen on the icon of the slide you are going to copy. Then, without releasing the left mouse button, press "Ctrl" key on the keyboard and drag the icon down a little *(when you press "Ctrl" key, a "plus" sign will appear next to the pointer indicating that you are not moving but copying the selected element)*. Release the mouse button and then "Ctrl" key. Repeat this operation several times, and you will get several identical slides.
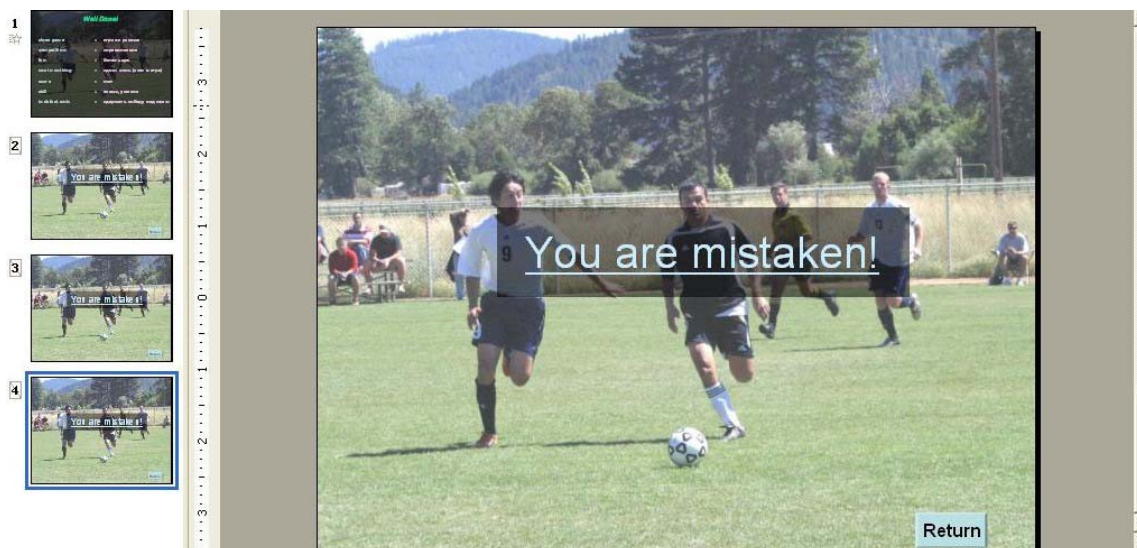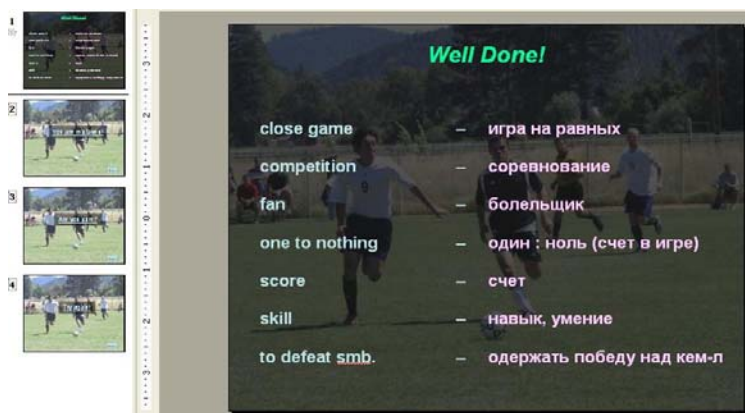
In order to change the text of the hyperlink, first type the new phrase somewhere in the previous sentence and then delete the unnecessary words (as shown in the picture). Thus the old action settings will remain, and you will not have to make new ones.
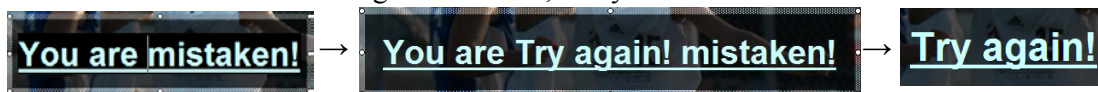
Repeat the same operation with the other text message.

This concludes the process of creating mistake messages.

Now it's time to continue creating the vocabulary activity. We have already made the last slide of the exercise. Each slide previous slide will be made by copying the created one, deleting some elements and adjusting action settings.

3. Make the next to last slide of the vocabulary activity.

First, it is necessary to make a copy of the last slide.

Left click in the left part of the screen on the icon of slide number 1 activity. Then, without releasing the left mouse button, press "Ctrl" key on the keyboard and drag the icon to the gap between this slide and the next one *(when you press "Ctrl" key, a "plus" sign will appear next to the pointer indicating that you are not moving but copying the selected element)*. Release the mouse button and then "Ctrl" key.

In the result you will get two identical slides.
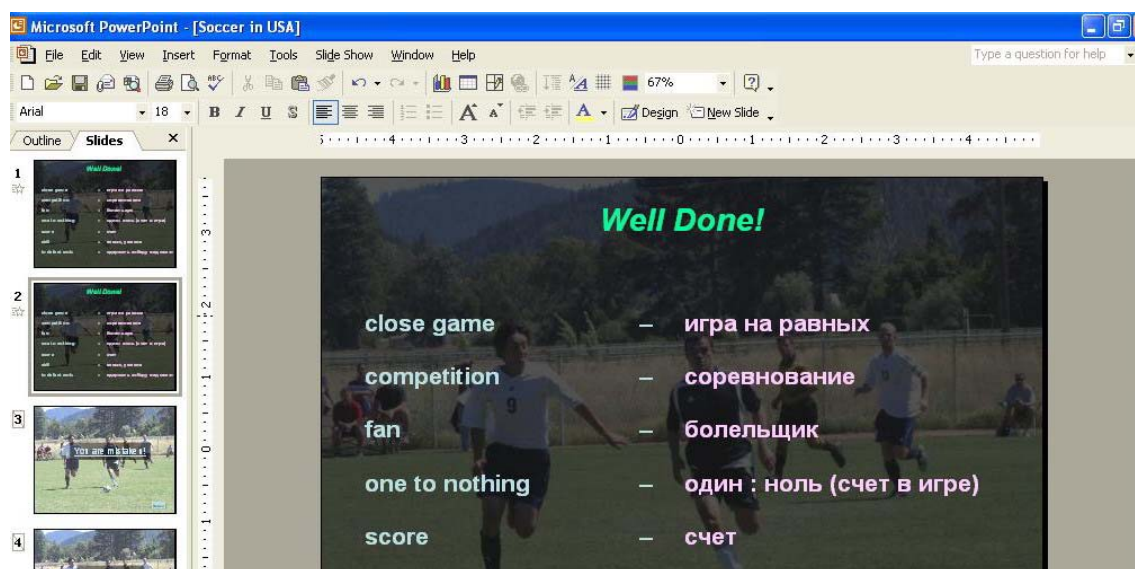
Select slide number 1 *(because we are going to modify it)* by left-clicking on the icon of this slide.

Change the text *"Well Done!"* into the assignment message *"Click on the correct English equivalent."* You may change the location, font size and color of the assignment message.
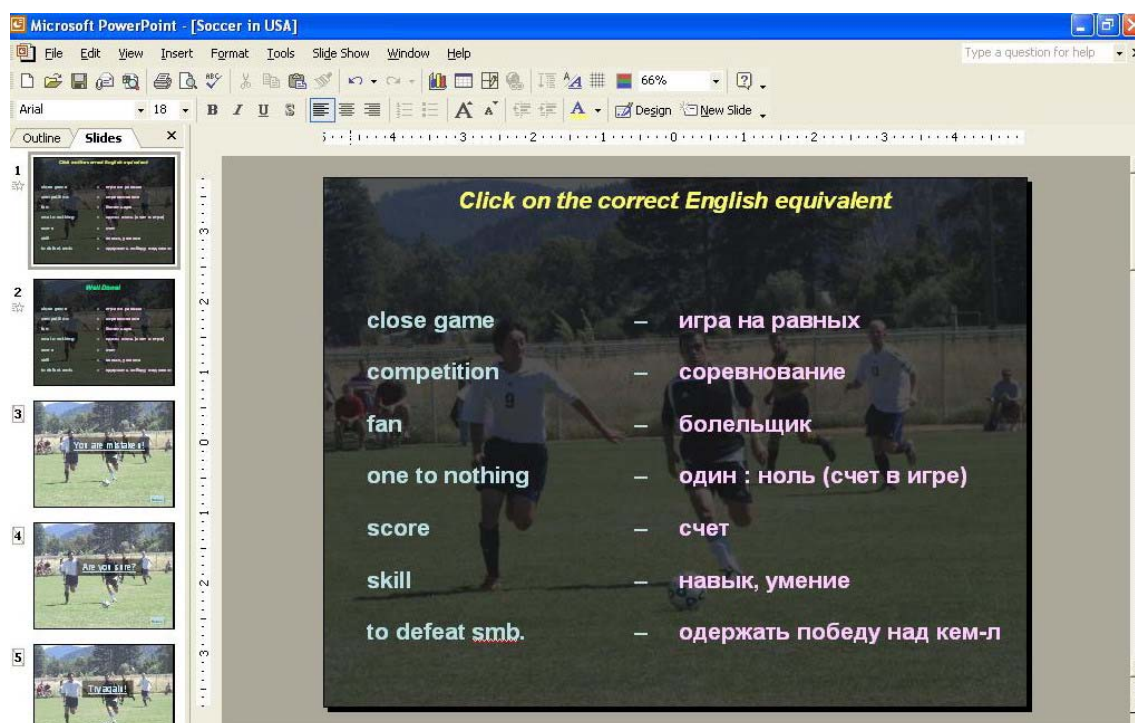
The next step is to undo animation effect for the assignment (otherwise there will be too much flickering). Right-click on the assignment and select **"Custom Animation."**
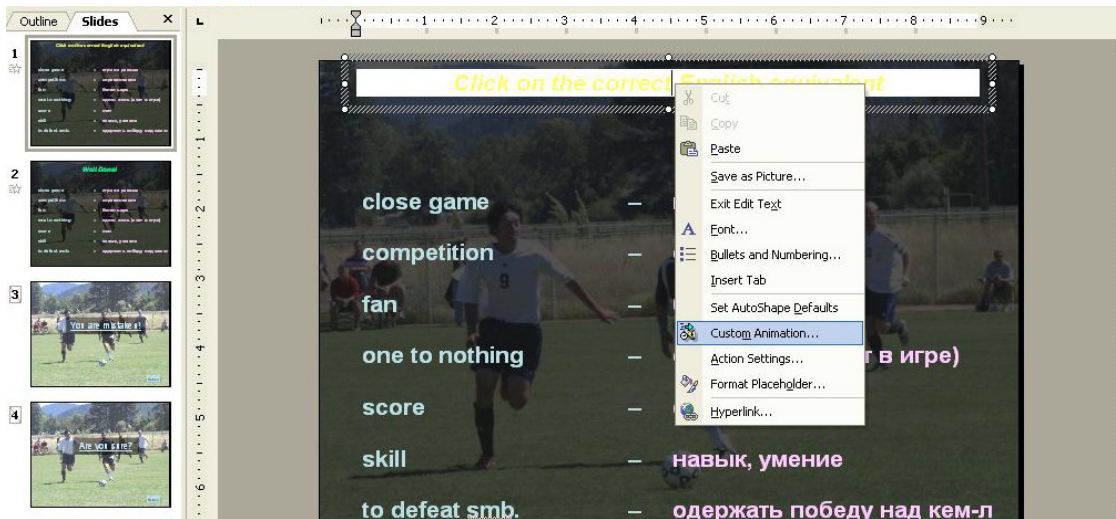

In the **"Custom Animation"** dialogue box located in the right part of the screen select the effect (in the picture it is "Title 1: Click on…") and left-click on **"Remove"**.В появившейся панели в правой части экрана щелкните левой кнопкой мыши на эффекте анимации (появится синяя рамка), затем нажмите кнопку «Удалить».
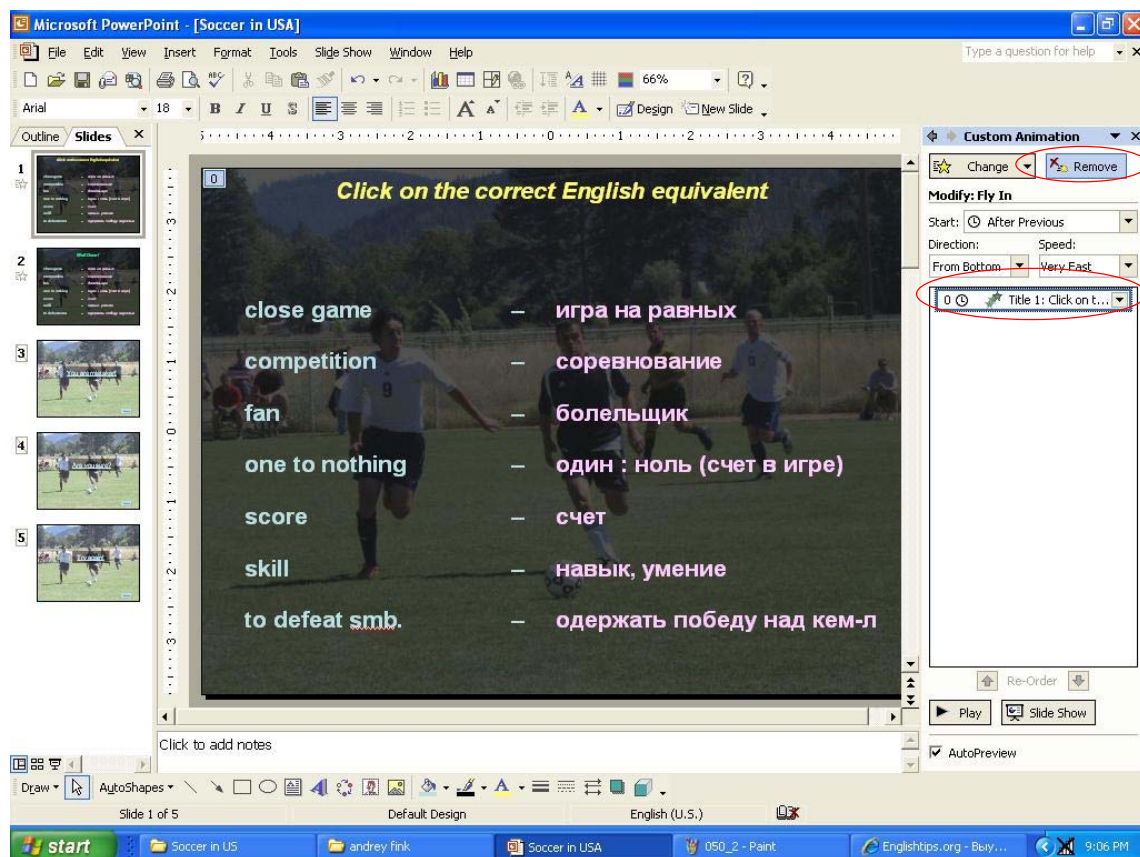
Now remove one element from the list of Russian equivalents. For example, the word «**счет**». In order to mark this word, left-click on its beginning and (without releasing the left mouse button) drag the pointer to the end of the word, then release the left mouse button). After that, left click on the **"Cut"** icon.
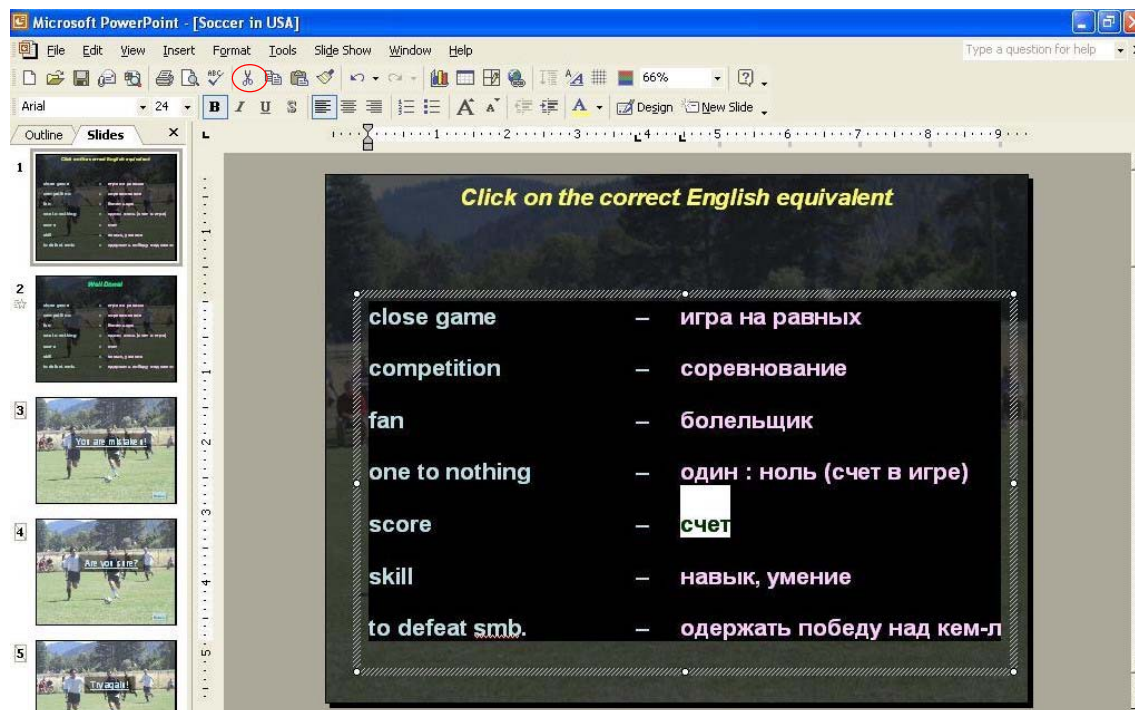

Left-click on any blank space in the screen in order for the frame border of the vocabulary columns to disappear. Left click on the **"Paste"** icon (or press "Ctrl" + "v"). The word «**счет**» will appear as a separate frame. Drag it to the position between the assignment line and the first vocabulary line. Set the necessary font size and color.
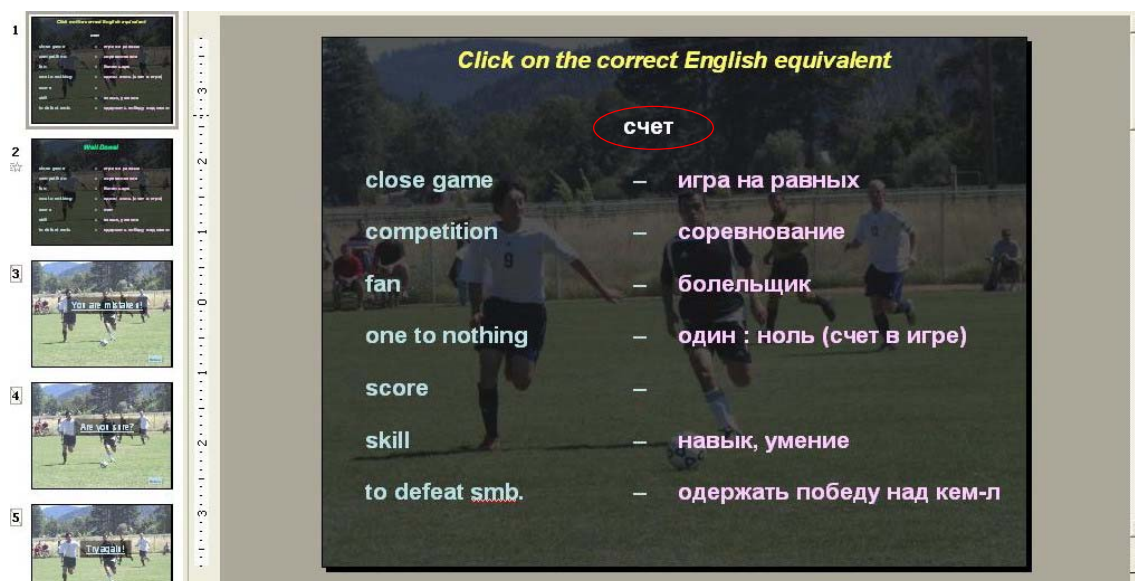
Set an animation effect for this element, for example, the *"Fly in"* effect. In order to do this, select the word «**счет**» and right-click on it. Select **"Custom Animation / Add Effect / Entrance / Fly in."** Select **"Start: After Previous," "Direction: From Left," "Speed: Fast."**
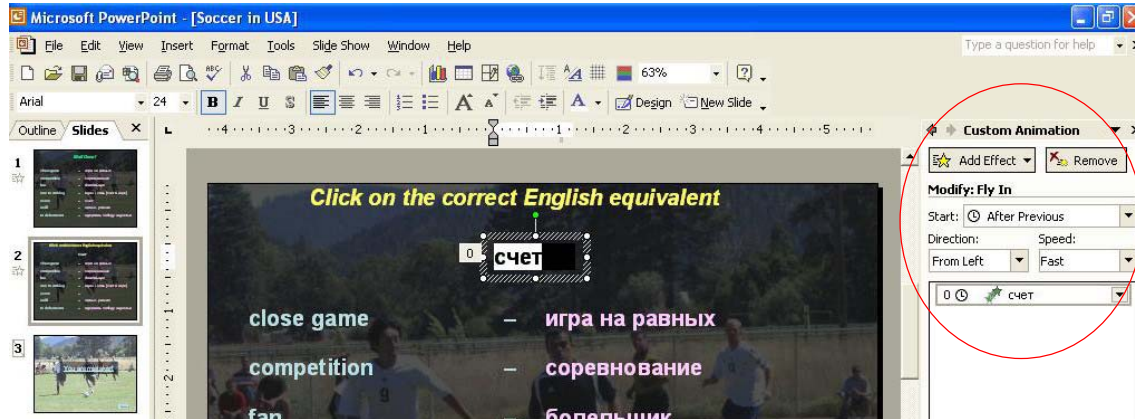
In order to see the effect in action, left-click on the **"Slide Show (from the current slide)."**
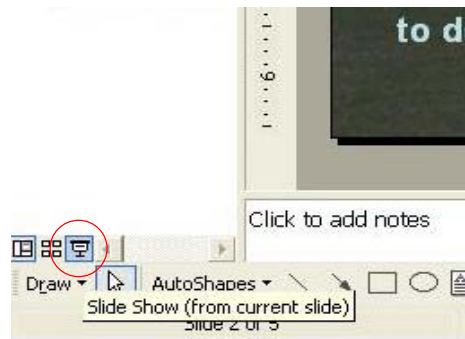
Now the idea is that if the learner left clicks on "**score**" the program should proceed to the next slide. Select "**score**" right-click on the selected word and select **"Action Settings."**
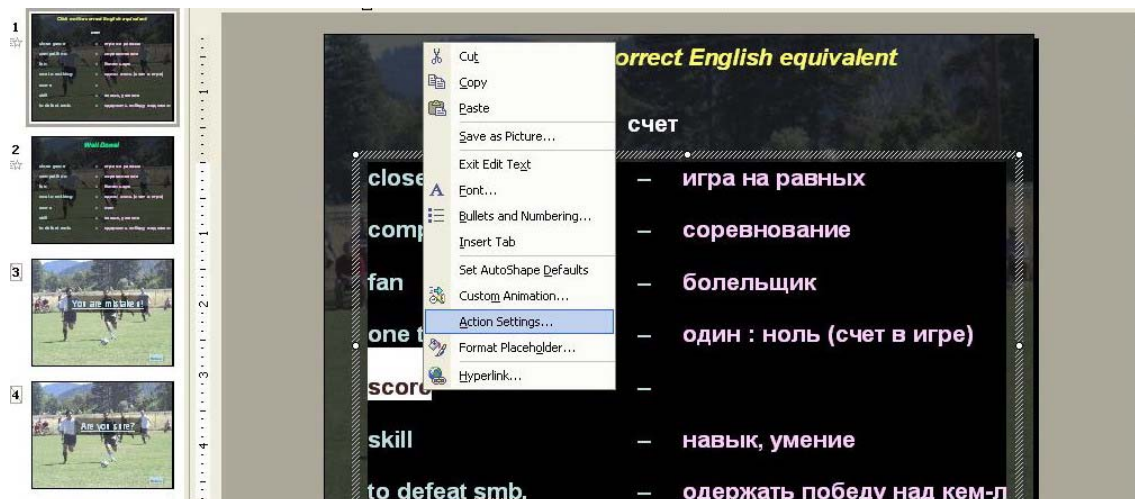
In the **"Action Settings"** dialogue box select **"Action on click / Hyperlink to: Next Slide"** and left-click on **"OK."**
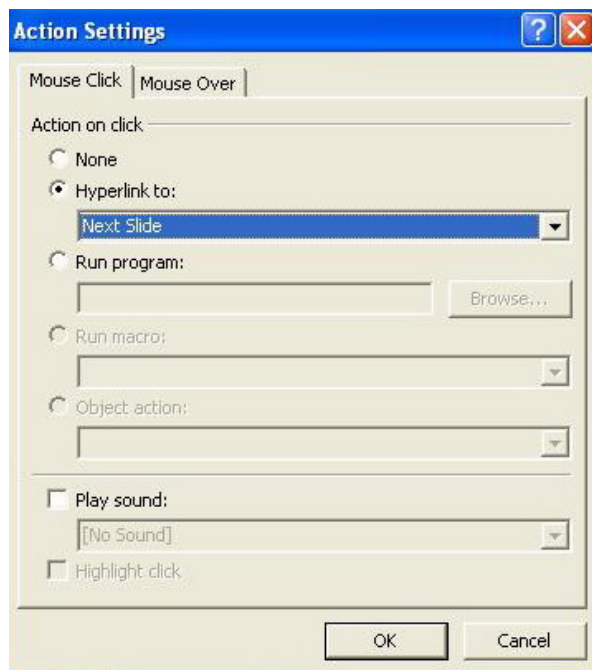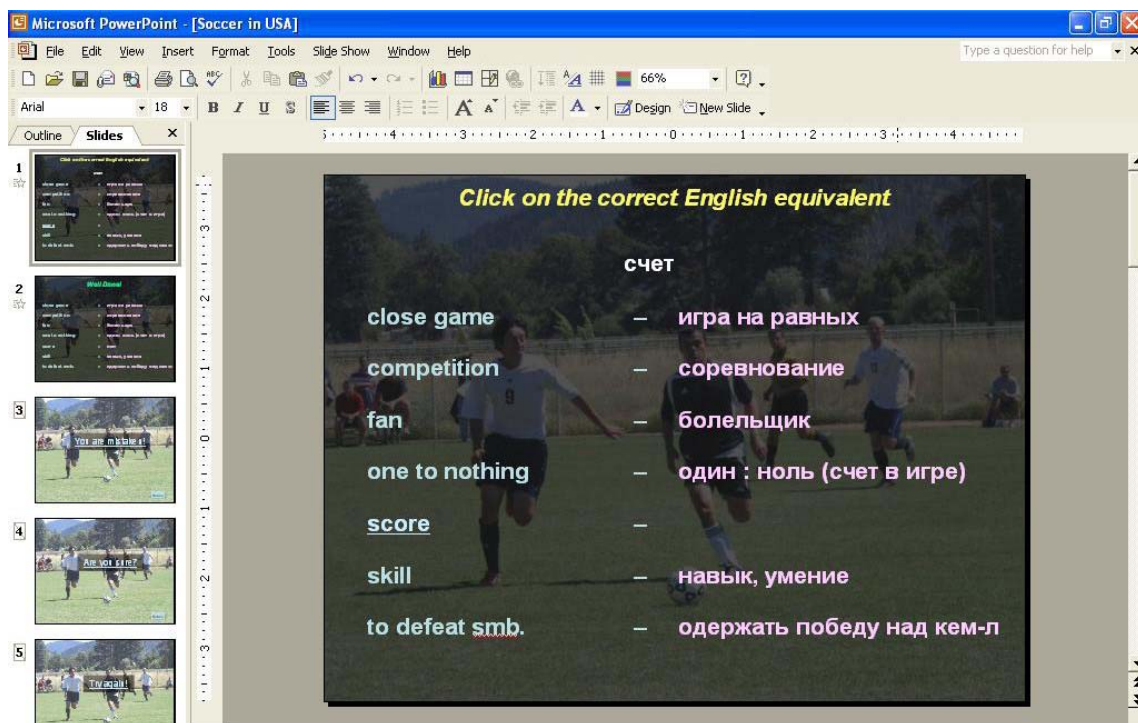
The word "**score**" will be underlined which shows that it is a hyperlink.

If you start the slide show and left click on "**score,**" the program will go to the next slide. But because most elements in these two slides are identical, the learner will not notice the actual slide change. The learner will have the impression of just working with the same screen where the word «счет» will change its location and the message "Well Done!" will appear instead of "Click on the correct English equivalent." It is important to notice that this very

effect makes a PowerPoint presentation look like interactive learning software. Still, there is one thing to improve here. The word «счет» changes its location very briskly. You can make it smooth by selecting **"Slide Show / Slide Transition."**
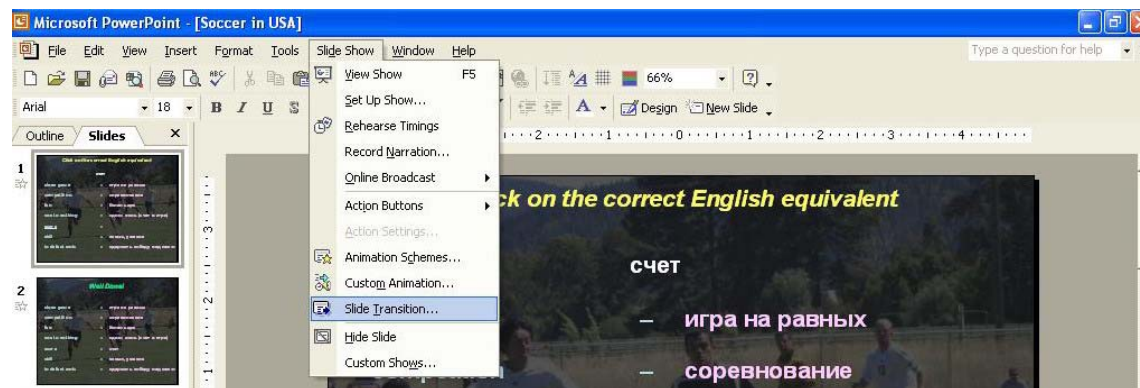
In the **"Slide Transition"** dialogue box select **"Apply to selected slides: Fade Smoothly," "Modify transition - Speed: Medium, Sound: No sound."** Make sure that there is no flag in **"Advance slide: Automatically after."**

Left-click on **"Apply to All Slides."**

So, the next to last slide of the vocabulary activity is ready. You may have noticed that it took much less time to make it compared to the previous slide.

Now you should copy this slide to move on towards the beginning of the vocabulary activity.
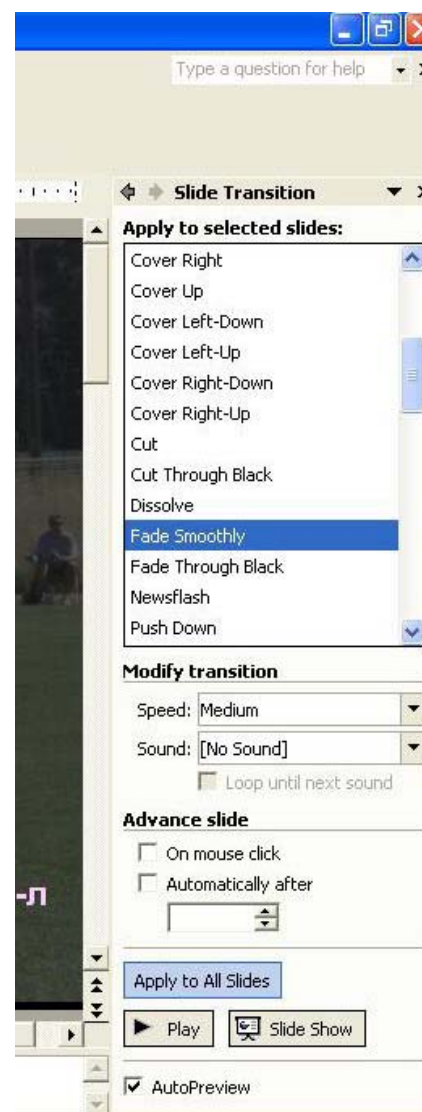
Repeat the procedure described for the previous slide. Left click in the left part of the screen on the icon of slide number 1 activity. Then, without releasing the left mouse button, press "Ctrl" key on the keyboard and drag the icon to the gap between this slide and the next one *(when you press "Ctrl" key, a "plus" sign will appear next to the pointer indicating that you are not moving but copying the selected element)*. Release the mouse button and then "Ctrl" key.
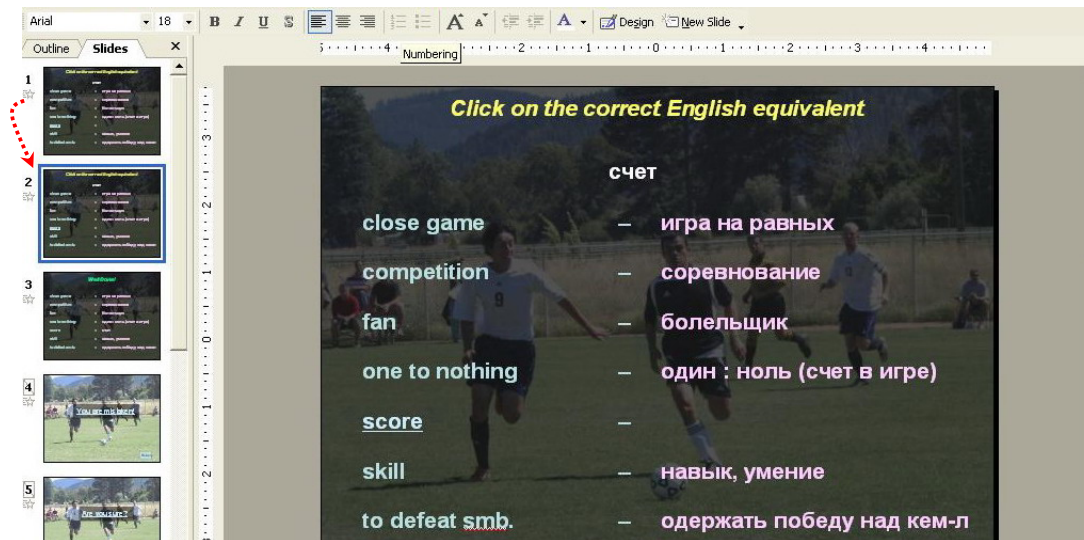
Remember that it is slide number 1 that must be changed. So don't forget to select it by left-clicking on it's icon in the left part of the screen.

Erase the word «**соревнование**» and write it instead of «**счет**».

Similarly to the previous slide, set a hyperlink on the word "**competition**" to the next slide. And the hyperlink on "**score**" should be changed. If the user selects the word "score" in this slide, the mistake warning should appear. That means that clicking on "score" should send the program to one of the "It's a mistake" slides (they are currently numbered 4, 5, 6). Select "**score,**" right-click on it and select **"Edit Hyperlink."**
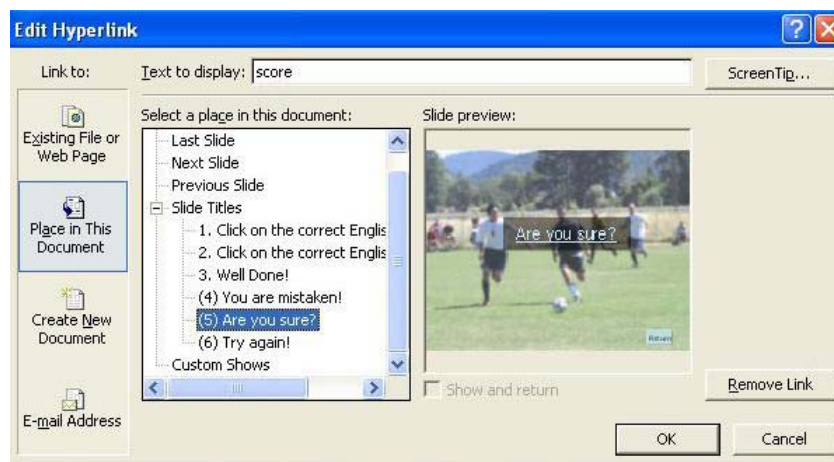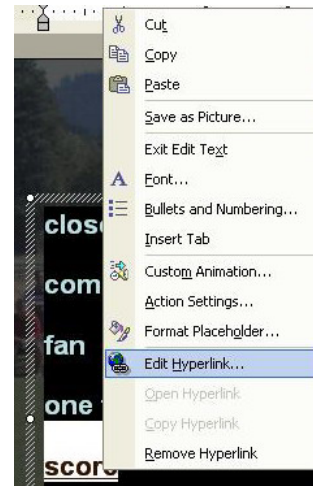
In the **"Edit Hyperlink"** dialogue box select either slide 4, 5, or 6. The next slide of the vocabulary activity is ready.

Repeat the above procedure to create a separate slide for each word/phrase of the vocabulary activity. When you create the final (which is actually the first) slide of the activity, it is recommended to add some animation effect to the assignment line.
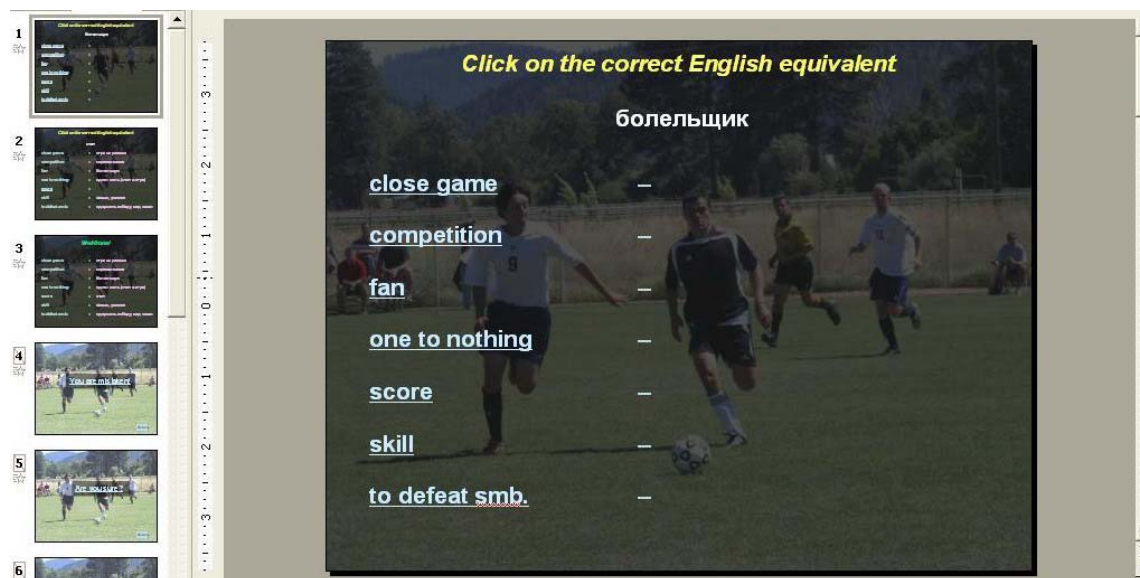
This technique may be used to create various types of language learning activities. A multiple choice exercise may look different. For example, the task is to choose the most suitable option in context. You should start creating this activity from the last slide (just like in the previous example). The correct options are underlined. This is how the exercise will look after it has been completed by the learner.
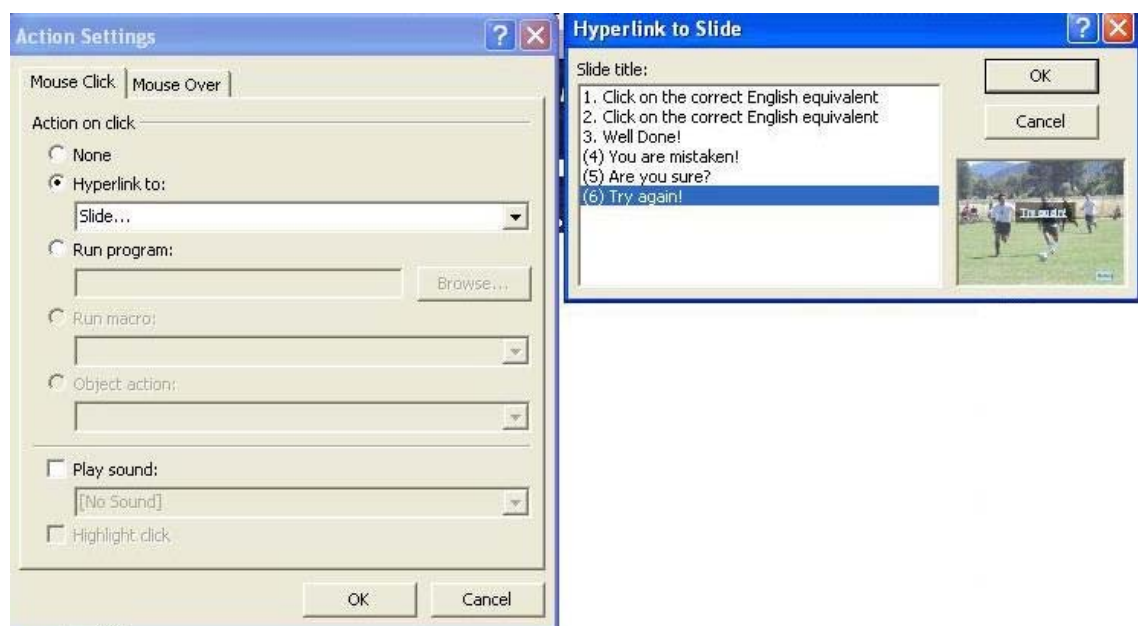

Read the script of part one and choose the correct form of the verbs

On Sunday, June 30th, an important soccer football game will be (play, plays, played, playing) in the city of Yokohama, Japan. That game will (decide, decides, decided, deciding) the World Cup champion of soccer football. Americans are (become, becomes, became, becoming) more interested in this great international game. Steve Ember (explain, explains, explaining).

Now, copy this slide, and in the new slide (which is precedes the old one) set a hyperlink to the "You are mistaken" slide on "explain" and "explaining," and set a hyperlink to the next slide on "explains." In order to set a hyperlink to the "You are mistaken" slide on the word "explain," do the following.

Select **"explain,"** right-click on it and select **"Action Settings."** In the **"Action Settings"** dialogue box select **"Action on click / Hyperlink to: Slide…"** In the **"Hyperlink to Slide"** dialogue box select one of the "You are mistaken" slides, e.g. **"(6) Try again!"** Left-click on **"OK."**

After you have set the hyperlinks on the words "explain," "explaining," and "explains," the slide is ready.

Read the script of part one and choose the correct form of the verbs

On Sunday, June 30th, an important soccer football game will be (play, plays, <u>played</u>, playing) in the city of Yokohama, Japan. That game will (<u>decide</u>, decides, decided, deciding) the World Cup champion of soccer football. Americans are (become, becomes, became, <u>becoming</u>) more interested in this great international game. Steve Ember (<u>explain</u>, <u>explains</u>, <u>explaining</u>).

Now, copy this slide. Left-click on the higher slide and delete the sentence "Steve Ember (<u>explain</u>, <u>explains</u>, <u>explaining</u>)." Then set hyperlinks on the words "become," "becomes," "became," "becoming." Deleting the last sentence in each preceding slide will create the impression of gradual "growth" of the text during the slide show:

Read the script of part one and choose the correct form of the verbs

On Sunday, June 30th, an important soccer football game will be (<u>play</u>, <u>plays</u>, <u>played</u>, <u>playing</u>) in the city of Yokohama, Japan.

Read the script of part one and choose the correct form of the verbs

On Sunday, June 30th, an important soccer football game will be (play, plays, <u>played</u>, playing) in the city of Yokohama, Japan. That game will (<u>decide</u>, <u>decides</u>, <u>decided</u>, <u>deciding</u>) the World Cup champion of soccer football.

Read the script of part one and choose the correct form of the verbs

On Sunday, June 30th, an important soccer football game will be (play, plays, <u>played</u>, playing) in the city of Yokohama, Japan. That game will (<u>decide</u>, decides, decided, deciding) the World Cup champion of soccer football. Americans are (<u>become</u>, <u>becomes</u>, <u>became</u>, <u>becoming</u>) more interested in this great international game.

Let us look at other types of activities created with the help of **"Action Settings"** option.

58

"Fill-in exercise" (with gaps for words, phrases, parts of sentences, paragraphs, etc.):

Read the script of part two and fill in the gaps

The United States Soccer Federation says about 18,000,000 people today play soccer in the United States. But those who play are very young. Seventy-eight percent are under the age of eighteen. Sports experts say it is these children who are making the sport popular in the United States. The experts say _____ because almost anyone can play. There are teams for girls, boys, older children and young adults.

it is helping children improve their playing skills
their children play
young soccer players grow up
the U.S. players learn the rules of the game
the United States may one day have a World Cup champion team
soccer has become popular with children

"True / false" exercise:

Check whether you have guessed right:

7. In addition to traditional activities, singing and dancing are offered at one of the special summer camps in southern California.

True   False

"Find the mistake" activity (when the mistake is identified, the learner is asked to select the correct variant from the list of options):

Read the script of Part 1. Each line may contain one mistake. Click on the word which is either unnecessary or is used incorrectly. If the line contains no mistake, click ☑

October 31st is a Halloween. It is an unofficial holiday	☑
that celebrate the frightening and strange.	☑
Halloween is mostly a holiday for children who like to being	☑
frightened. Yet much grown people observe Halloween, too.	☑

"Create the outline" activity (general reading comprehension):

Match the items in the index with the parts of the program:

There are more than 12,000 camps in the United States. Some offer just one main activity. Children can play a single sport, like tennis, soccer, baseball or basketball. Young people who like the arts can learn about music, dance, art, acting or writing.

Perhaps the best known camp for young artists is the Interlochen Arts Camp. It is part of the Interlochen Center for the Arts in the state of Michigan. Its music program is especially well known. More than two-thousand young people are attending the arts camp this year.

Camps that offer programs in science and environmental studies are popular, too. For example, the United States Space Camp in Huntsville, Alabama, welcomes adults as well as children. Whole families can live together in a place like a real space station. They take part in activities similar to those carried out during space shuttle flights.

There are also camps for older children who like wilderness adventure. Campers take long trips by bicycle or canoe. Or, they go rock climbing or ride horses. For example, since 1948, boys and girls have explored the Rocky Mountains of Colorado at Sanborn Western Camps. These are built more than 2,600 meters above sea level.

INDEX

1. Science in camps

2. Camps for nature-lovers

3. Various activities in camps

4. Other studies in camps

5. An Arts Camp for young artists

"Matching" exercise on synonyms (antonyms, definition, etc.):

Choose the right synonym

to play for money

art world   to glorify

illness   to visit

to accept   to bother

to win prizes

to run away   to get awards

hangover   to conceal

to break one's spirit

Distributing the elements (text or images) in the logical order:

Restore the script of part two, putting the paragraphs in logical order. Which paragraph should go first?

Major Powell had served in the Union army during the American Civil War. He lost his right arm in a battle during the war. After the war he became a professor of geology at Illinois Wesleyan University. He also studied paleontology, the science of life existing in different periods of Earth's history. And he became expert in ethnology, the study of different cultures.

In May, 1869, Major John Wesley Powell and nine others began the first full exploration of the Colorado River. They put four wooden boats into the water at Green River Station in Wyoming.

During the nineteenth century, the population of the United States was expanding rapidly to the west. The Grand Canyon was considered a barrier to travelers. Only two places had been found where the river is low enough to cross.

He was the right person to explore the Grand Canyon. He was someone who could describe the geology of the area, as well as learn about the American Indians who had begun living in the canyon as many as nine thousand years ago. Several of those tribes still consider the Grand Canyon their home.

As settlers moved west, the United States government wanted more information about western territories. Much of the Grand Canyon was unknown. The words "Unknown Territory" were written on maps that showed the area.

They began their trip to where the Green River joined the Colorado River. Major Powell wrote in his book that they were beginning "the trip down the Great Unknown".

6.2. Interactive activity with pictures

"Action Settings" option may be used, not only in text-based activities, but also in those which employ pictures. For example, new vocabulary practice may look as follows:

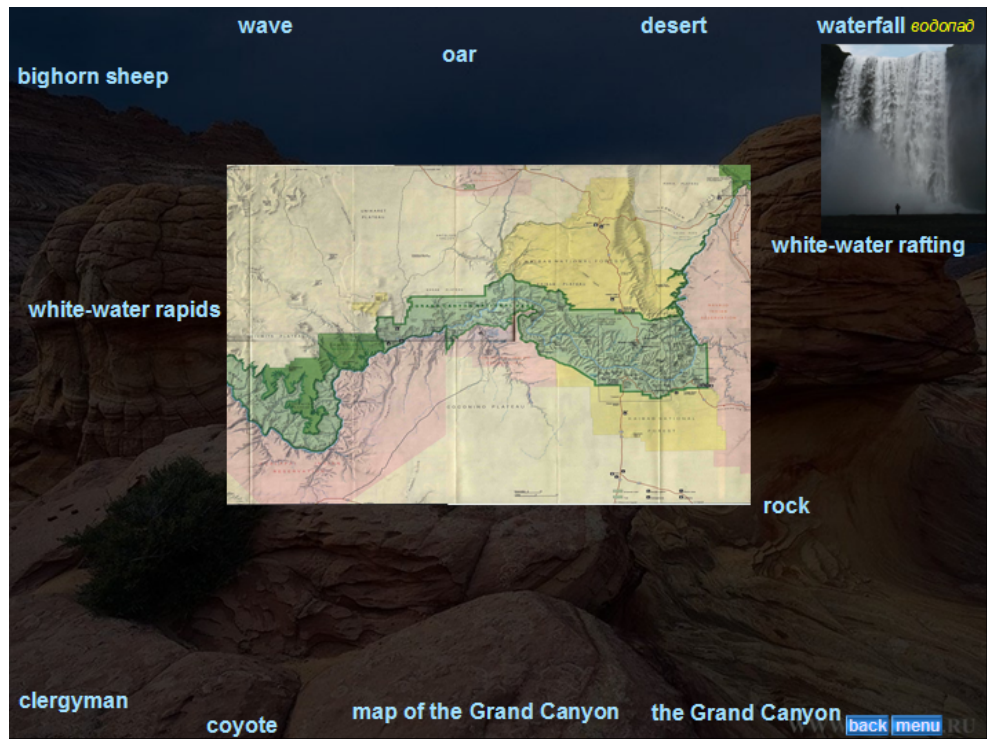wave   desert   waterfall
oar
bighorn sheep

white-water rafting

white-water rapids

Learn the new words by matching them with the pictures...

rock

clergyman
coyote   map of the Grand Canyon   the Grand Canyon   back menu

"Action Settings" option may be accessed by right-clicking on any text or image on the screen.

6.3. Inserting sound into the body of the presentation

If sound is a part of a presentation, sound files are usually linked to the presentation file by applying **"Insert / Sound"** option. In this case, the presenter must make sure in advance, that the computer used to run the presentation, has some media player. However, this is not a reliable option for an interactive presentation which may be used on different computers as educational software and which might not necessarily have some media player installed.

Microsoft PowerPoint makes it possible to insert sound sequences into the body of the presentation. In this case no external media players will be required to play sound sequences. This is done with the help of **"Action Settings"** option. The only condition is that before the sound file is inserted into the presentation, it should be converted into **WAV** format (see *Section 5: Sound Processing*).

First, create a slide which will have the cue *"start the sound."* Select the phrase *"start the sound,"* right-click on the selected phrase and select **"Action Settings."**
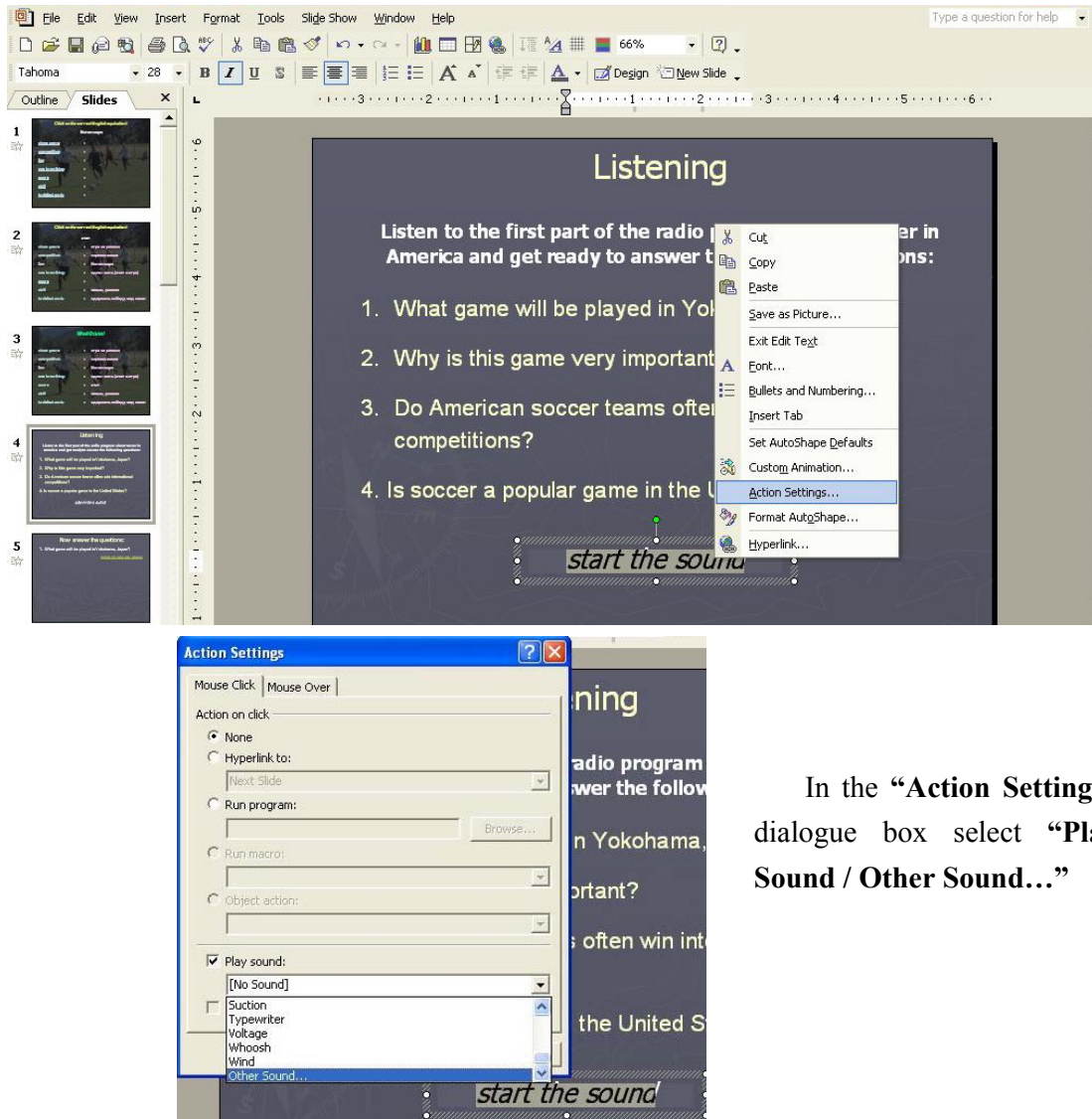
In the **"Action Settings"** dialogue box select **"Play Sound / Other Sound…"**

In the **"Add Settings"** dialogue box select the necessary sound file and left-click **"OK."**
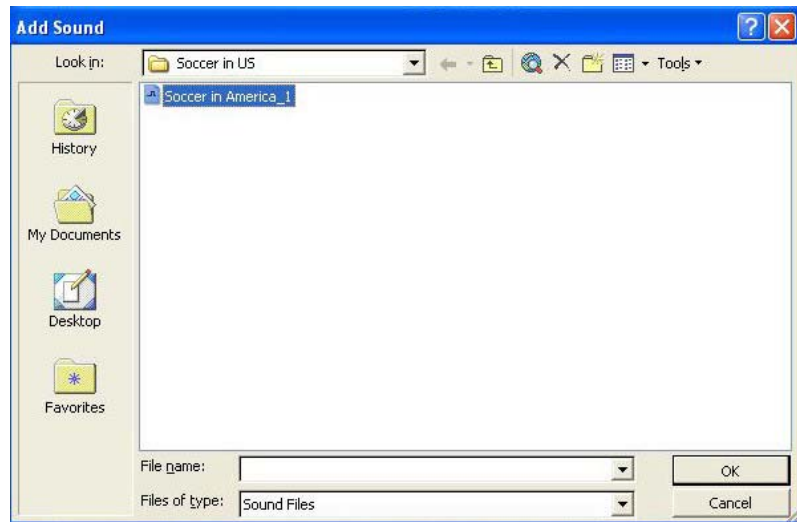

During the slide show the sound play will be started by clicking on *"start the sound.*

6.4. Creating the program menu slide

If the interactive presentation contains several language learning activities, it is advisable to create the program menu so that the learner could choose the activity he would like to do. In addition to increased convenience, the program menu clearly represents the lesson structure.

This is how the program menu slide can look. **"Action Settings"** option was used to create hyperlinks to the first slides of each of the five activities.
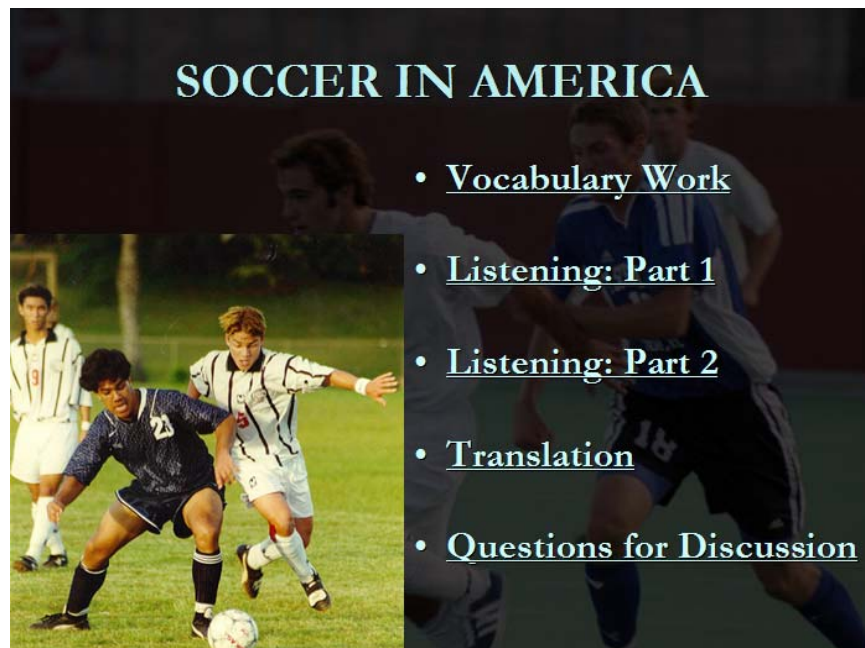
## 6.5. Navigation settings within the interactive presentation

Here the term "navigation" means a set of fixed links between the slides of the presentation. They might allow or forbid transition to the next slide, return to the previous slide or the program menu, etc.

In a standard presentation the presenter goes to the next slide by a mouse click or by pressing the space bar. It you leave this opportunity in the interactive presentation (where a student is expected to choose from a number of options), the learner will be able to go through the lesson without even bothering to think which option to choose *(you may try this with the presentation we are currently creating).* In order to stop this, do the following:
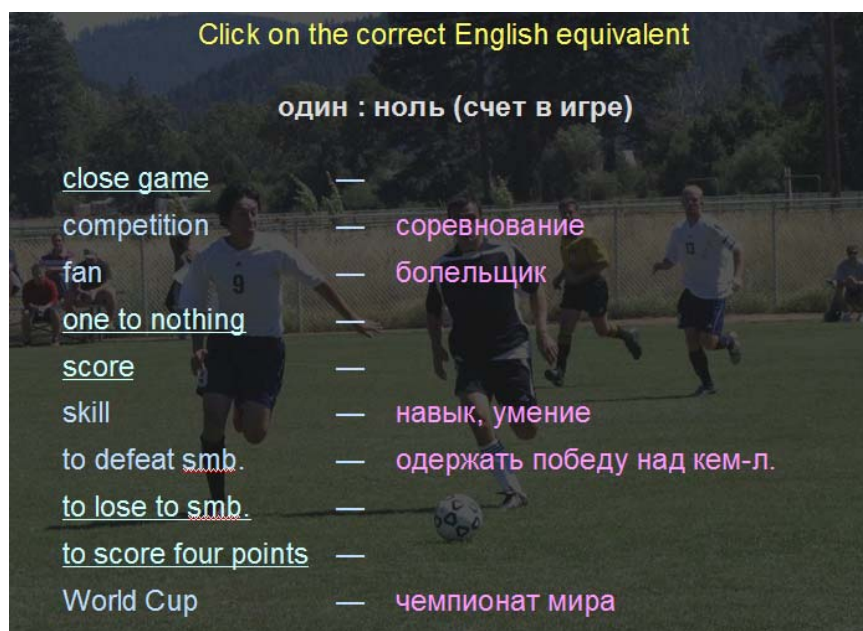
Select **"Slide Show / Set Up Show."**
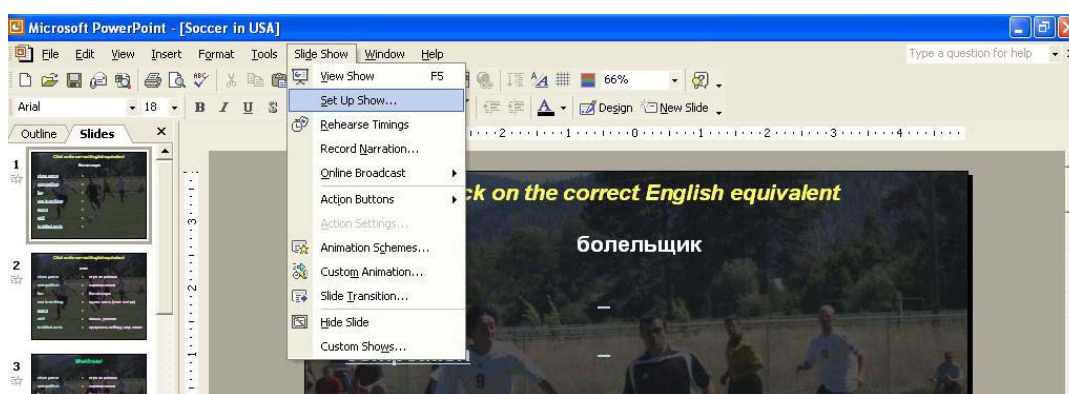
In the **"Set Up Show"** dialogue box move the flag from **"Presented by a speaker (full screen)"** to **"Browsed at a kiosk (full screen)."**
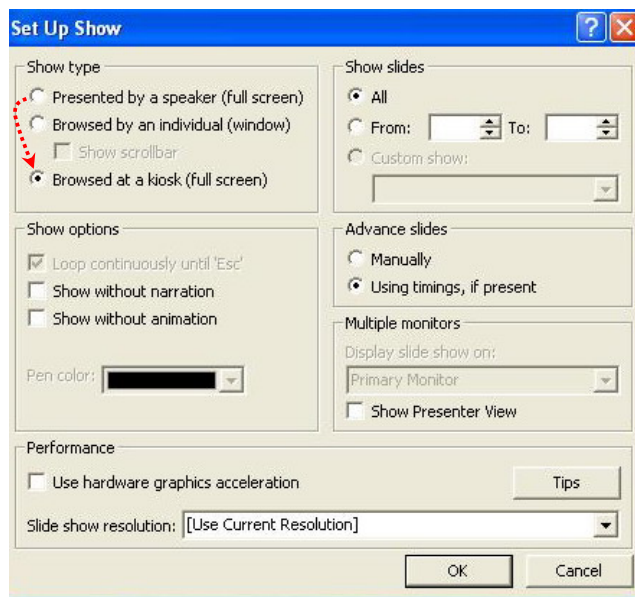
Now, in the given example it is possible o get to the next slide only by clicking on the correct option *(one to nothing)*.


But in this case, another problem arises: how may one go, say, from the last slide of one activity (where no choice of options is offered – just like in the picture below) to the first slide of the next activity?


One of the ways to solve this problem is to create a number of action buttons: **"back"** (return to the previous slide), **"menu"** (return to the program menu slide), **"next"** (the show goes to the next slide). By the way, the "next" button will not be present in slides where the user is expected to choose the correct option.

First, create 3 action buttons (one by one). You can start from any slide. Select **"Slide Show / Action Buttons / Action Button: Custom."**
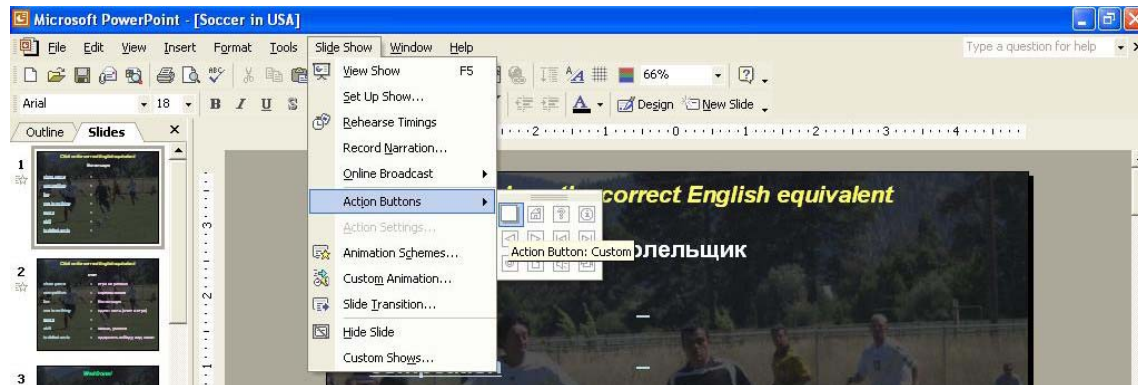

Position the pointer (which now is in the shape of a cross) where you want your button to be located, press the left mouse button, and without releasing it, "drag" the rectangle for the button to get the right size. Release the left mouse button.
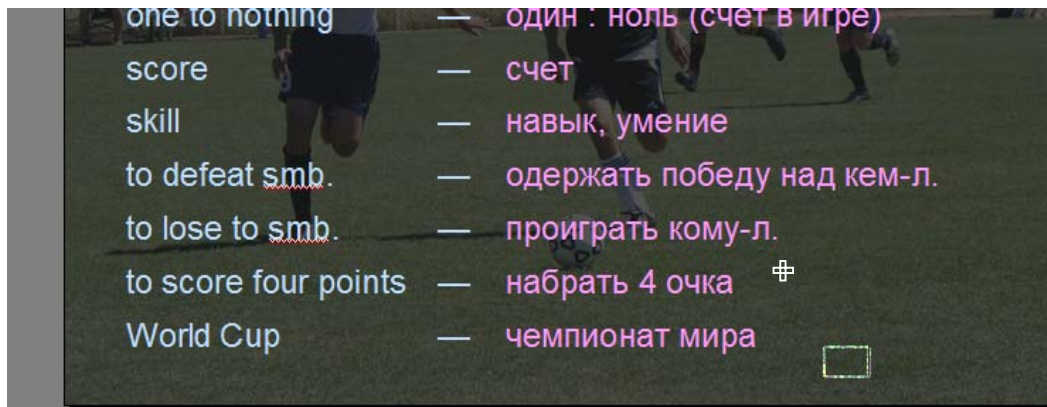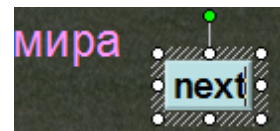

In the **"Action Settings"** dialogue box select **"Action on click / Hyperlink to: Next Slide."**
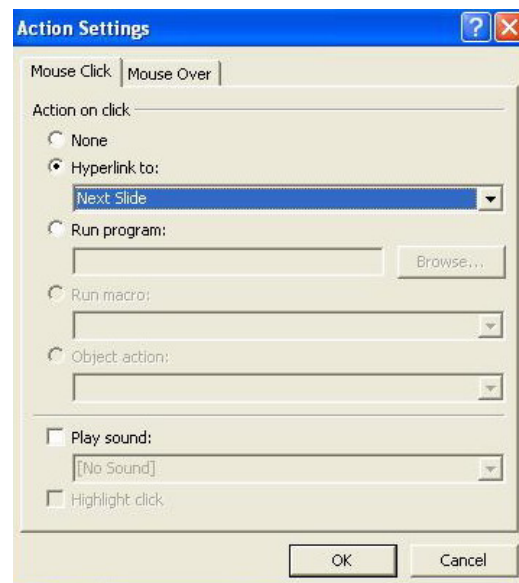
After that left-click on the button, then right-click on the button border and select **"Add Text."**
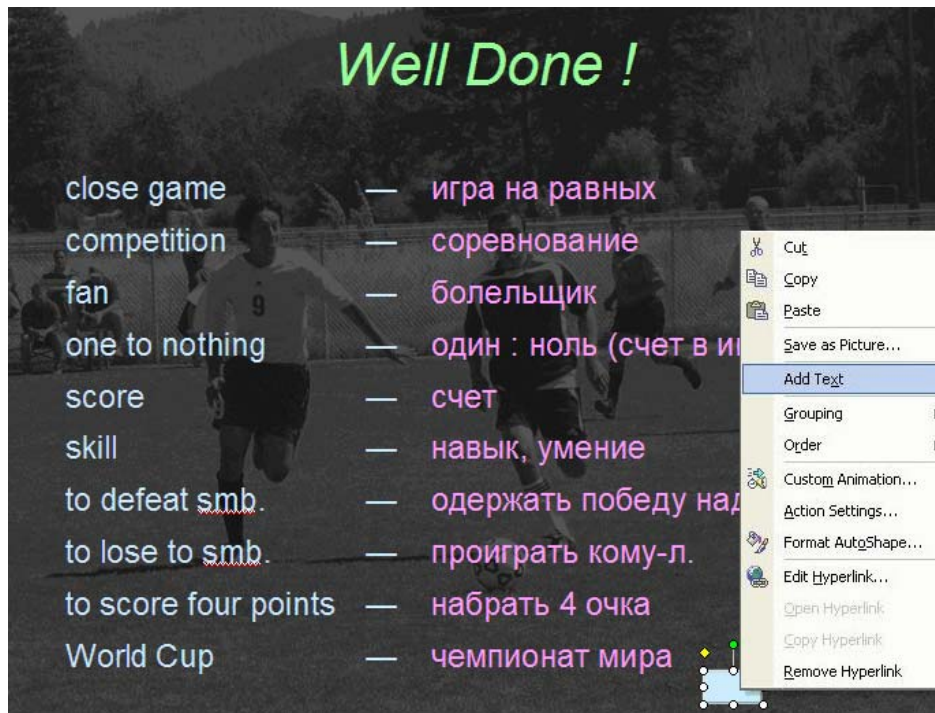
Input the word **"next."** If necessary, you may change the button size either by dragging its border in and out or by double left-clicking on it and following the directions.

When the button is ready, drag it to the bottom right corner of the slide. Then you may copy it by dragging it to the left while holding **"Ctrl"** pressed.

Left-click on the new button, then right-click on the button border and select **"Edit Text."** Change the word **"next"** into **"menu."**

Once again, left-click on the new button, then right-click on the button border and select **"Action Settings."** In the **"Action Settings"** dialogue box select **"Action on click / Hyperlink to: Slide…"** and select the program menu slide. The second button – **"menu"** is ready.

Repeat the above procedure to create the **"back"** button. In **"Action Settings"** select **"Hyperlink to: Previous Slide."**
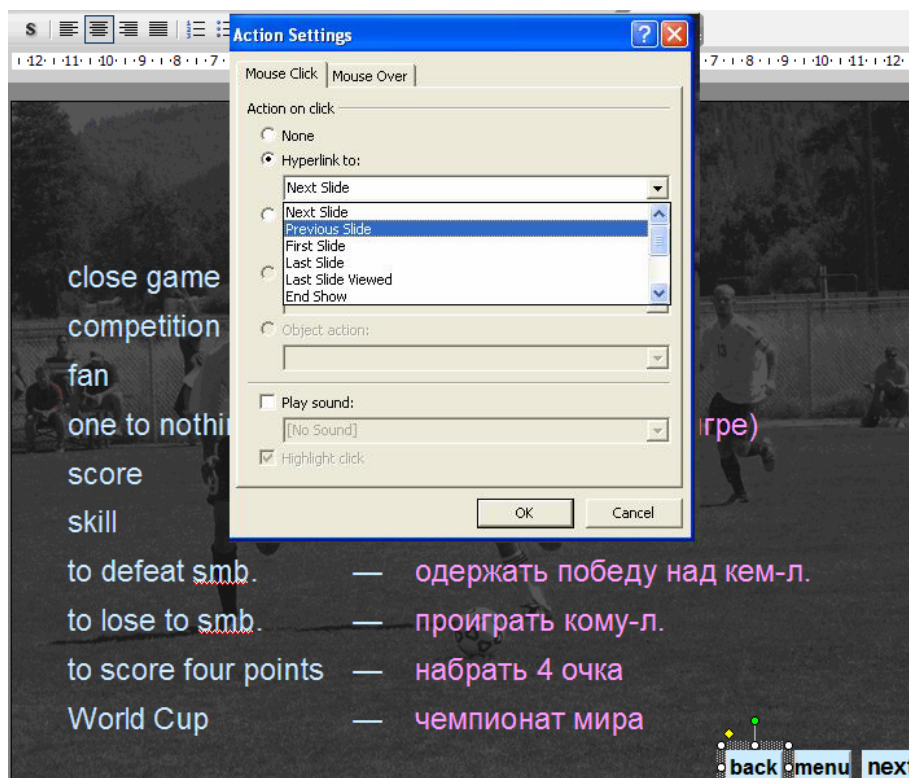
When all the three buttons are ready, you should copy them into all the slides of the presentation (it is not recommended to copy the "next" button to the slides where the learner is expected to select the correct option – otherwise the learner will be able to continue proceed to the next slide without even trying to answer the question).

In order to copy all the 3 buttons to the next slide, left-click on the "back" button (its border frame will appear), press "Shift" and, without releasing it, left-click on "menu" and left-click on "next." As a result, all the three buttons will have border frames.
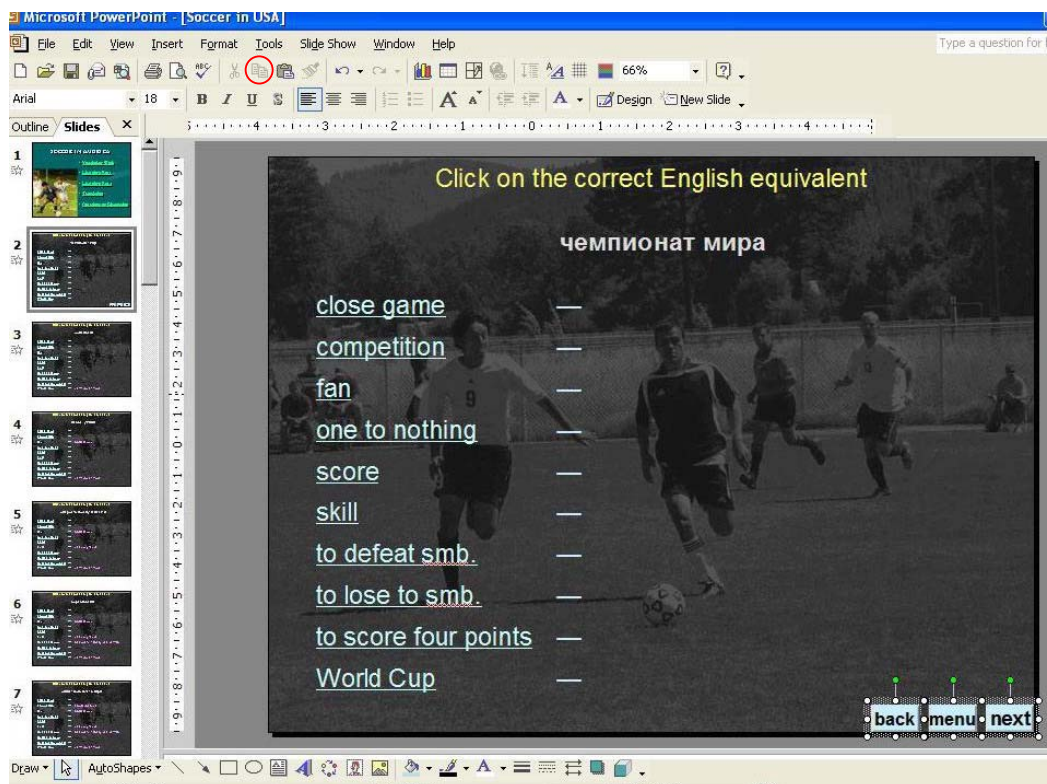

Then left-click on the **"Copy" icon** in the toolbar (or just press **"Ctrl"** + **"C"**) on the keyboard.

Left-click on the icon of the first slide which goes exactly after the program menu.
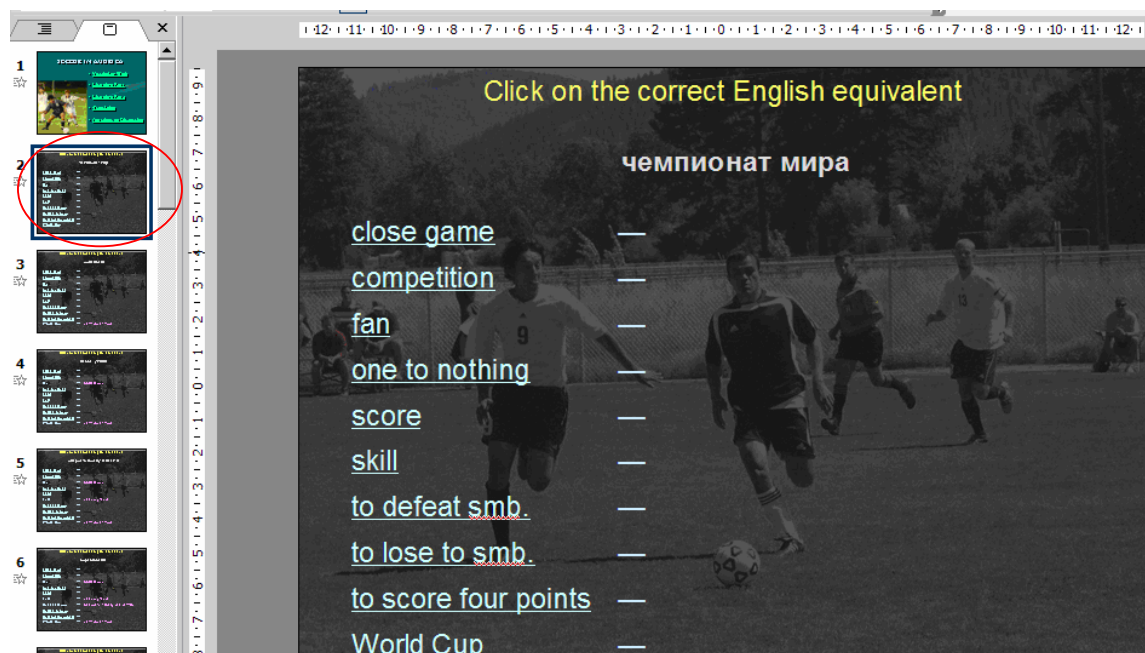
Now click on **"Paste"** on the toolbar (or **"Ctrl"** + **"V"** on the keyboard), and all the three buttons will appear in the same position as in the slide where they were originally created.

Repeat the same procedure to have the buttons in all the slides you need. Don't copy these buttons to the "You are mistaken" slides.

Look through the presentation and delete the "next" button from the slides where the learner must not go further without first answering a question.

This seems to be all concerning the technology of creating an interactive PowerPoint presentation. Remember that if you, as a teacher, come across some technical difficulty – don't be frustrated. Ask your students for help, and they will surely come up with some original solutions.

Conclusion

Creating an interactive PowerPoint presentation is not an easy task. It is very time and labor consuming. But the result is worth the hard work. And not only because such a project is a real example of computer technologies application in high school and college, but because it encourages creative activity and healthy competition, develops team working skills. It gives the feeling of some real achievement which a student or a teacher can easily share with others.

It is important to emphasize again that the teacher's main part is to organize the project work and provide didactic advice and supervision. After each presentation is ready, special attention should be paid to its proofreading which may take much time and effort. At this stage a native speaker's help, if it is available, will be very useful. It might be a good idea to have a joint project with a school in an English-speaking country in which the native speakers will be responsible for proofreading and making visual materials (photos, video clips, etc) or audio sequences. Then your project will turn into an international one.

Try to turn the project presentations into a big event for your students, their friends and parents. Give the project participants some certificates which recognize their achievement.

The author hopes that this handbook will help many teachers to feel more confident in using computer in their professional activity, add attractive and modern materials into their educational pool, and find new and creative ideas.